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6 Spelling in Language Arts

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Teacher's Edition

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6 Spelling in Language Arts **Revised**

Teacher's Edition

Alexander Kuska
E.J.D. Webster
Glenn Elford
and
Louis Quildon

Nelson

Teacher's Edition

Book 1

First Year

1950-1951

1950-1951

1950-1951

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FOREWORD TO TEACHERS

OBJECTIVES OF THE SERIES

Spelling in Language Arts, for Grades 2-8, is designed to relate spelling instruction to the various aspects of the language arts — listening, speaking, reading and writing. There is no single approach to spelling that will meet the individual needs of all children, at all times. This series offers a comprehensive starting point that will develop a basic writing vocabulary and foster an awareness of the patterns and generalizations that exist in English orthography. At the same time, *Spelling in Language Arts* promotes both a “spelling conscience”, a desire for and awareness of what “feels” appropriate in both spelling and syntax, and a greater facility in all written work through numerous contacts with models of written language.

THE WORD LIST

The words chosen for this series were selected after examination of the published research of Dolch (*2000 Commonest Words*), Fitzgerald (*A Basic List Spelling Vocabulary*), Rinsland (*A Basic Vocabulary of Elementary School Children*), and Thomas (*Teaching Spelling – Canadian Word Lists and Instructional Techniques*).

The New Iowa Spelling Scale, the Stothers-Minkler Canadian Word List, and the Thomas Word List were consulted to determine the

spelling difficulty and placement of the words.

ASSUMPTIONS ABOUT SPELLING

- Given the proper environment, children want to spell and write with maximum efficiency.
- Correct spelling involves visual, auditory and motor skills.
- Learning spelling without knowledge of meaning is a waste of time.
- There is no single method to teach spelling; phonics, morphology (knowledge of patterns in structure), memory, word use in context, pronunciation, handwriting, reference skill, etymology and self-analysis of errors all contribute to spelling efficiency.
- Variety in methodology aids in motivating students.
- A core list of approximately 3000 words constitutes the bulk (from 85-95 per cent) of the essential writing vocabulary of most elementary school children.
- Even the most comprehensive word lists should be supplemented by the use of personalized spelling/vocabulary lists.

STRUCTURE AND FEATURES OF THE UNITS

Each of the 36 units, including the six Review Units, in *Spelling in*

Language Arts is divided into three major sections: WORD WISE, WORD WATCH, and WORD WIZARD.

A WORD WISE

This section in each unit introduces students to the meaning and connotative power of both List Words and related vocabulary, in the specific areas of multiple meanings, synonyms, antonyms, homonyms and etymology. As well, this section provides practice with the dictionary and, in later grades, the thesaurus. SPECIMEN DICTIONARY pages are provided in Books 4-8 and MINI THESAURUS pages are found in Books 6, 7 and 8. Books 2 and 3 provide dictionary readiness material with the sections, **Words That Sound The Same** and **Words For Story Writing**.

B WORD WATCH

This section in each unit directs student attention to the phono-visual and structural aspects of the List Words and other words used to illustrate specific phonetic or structural principles. Wherever possible, generalizations are introduced inductively and presented as descriptive rather than prescriptive formulae for reference. All generalizations are signalled by the appearance of a **Word Watcher** caricature. Attention should be drawn in each case to the speech balloon beside the **Word Watcher**. Summaries of the major phonetic and structural patterns found in English orthography are included in Books 2 through 6.

Since there is no single “way” to teach spelling, the Word Watch sections employ a variety of approaches and activities. **Word Detective** focuses on the phonetic and structural characteristics of specific words or word families within the List Words. Students are invited to test their powers of observation and knowledge of known grapheme/phoneme relationships as they “track down” List Words using or giving sight/sound “clues”. The phonetic descriptions used in *Spelling in Language Arts* are based on the pronunciation system in the *Gage Dictionary of Canadian English*. In making children aware of the representative nature of English spellings (that letters and letter patterns attempt to represent the primal, spoken language), the authors of *Spelling in Language Arts* have employed a simplified, conventional symbology that children will readily accept. To avoid confusion in the text, sound symbols (e.g., **long -a**, digraph **sh**, **-er** as in **her**, etc.) are printed with a dash (-) as **-a**, **-sh**, **-er**. The authors, while recognizing the need to make students aware of the most important sound patterns in English, have avoided introducing the more obscure sound patterns and symbols which, for linguistics students, accurately represent all of the approximately forty-five sounds that make up English speech. Sound symbols are used as a descriptive aid to better spelling and not as a highly esoteric and overly-complicated symbology.

While **Word Detective** helps students to note and remember the

regular and irregular spellings of the LIST WORDS, **Word Builder** focuses attention on the patterns and processes involved in word formation—syllables, roots, affixes and various built forms. Students are introduced to the structural characteristics of English words and the changes in meaning and usage that parallel changes in structure. Teachers should be aware that, while knowledge of the principles involved in developing built forms is an essential ingredient of any spelling program, without proper follow-up, word building can easily become detached from meaning. Children must be reminded of the changes in usage and meaning that accompany changes in structure. Either in the text or in the teaching notes, provisions have been made, wherever possible, to guarantee the simultaneous development of knowledge of the mechanical and grammatical aspects of word structure.

C WORD WIZARD

This section of each unit develops the language usage skills of the students. The C section offers both practice in grammar and usage and an opportunity to let the child put his or her language to use in a variety of interesting assignments, from puzzle solving to specialized copy writing. Stylistic “rules” are presented by the **Word Wizard** caricature, and children’s attention should be focused on the speech balloons that accompany the Wizard’s appearances. Wherever possible, grammatical patterns are introduced as descriptions, rather

than prescriptions, of formal style. Writing assignments are varied and accommodate a wide range of abilities and interests, while directing student energies into meaningful applications of spelling and usage skills.

Since there are no water-tight distinctions in language development between, for example, spelling and reading skills, the A-B-C structure of *Spelling in Language Arts* is flexible and interrelated. Meaning, for example, is a part of every exercise whether the students work in **WORD WISE** or in **Word Builder**. Phonics is often a part of creative writing within the **WORD WIZARD** section. The A-B-C structure offers a convenient, organizational format for the overall development of spelling skills within the language arts program.

Teachers may wish to introduce students to the format of the texts by referring to the **Using This Book** section at the beginning of each student edition.

WORDSHOPS

Vocabulary development related to the content subjects is an important aspect of spelling. *Spelling in Language Arts* provides students with chances to explore the vocabulary of specialized interest areas through the six **WORDSHOP** sections in each text. Each **WORDSHOP** offers a minimal core vocabulary and follow-up activities based around a specific theme or topic. The words and activities given might serve as

departure points for a more detailed exploration of the language and ideas associated with that subject. Students should be encouraged to develop "word banks" using words and expressions that supplement the core list provided for each WORDSHOP topic. The WORDSHOPS should become forums for the development of the spelling, vocabulary and language skills related to topics of everyday interest.

DIAGNOSIS AND EVALUATION

The ongoing aspect of individualized attention from the teacher is supplemented in *Spelling in Language Arts* by a complete testing program. The specific components of this diagnostic strand are formed by:

- the six Review Units in each text which may be used either as testing devices or as extra practice
- the Placement Pretests at the beginning of each student text
- the Dictation Tests included in the Teacher's Editions
- the Year-End Assessment Tests included, in reproducible format, in the Teacher's Editions
- the Activity Pages (3 pages for each six-Unit block) included, in reproducible format, in the Teacher's Editions

It is recommended, as well, that teachers employ a test-study-test approach to the individual units within the text. A typical T-S-T sequence might be as follows:

A pretest is given at the beginning of the period of study. This is usually a dictation of List Words in the unit. Pupils locate the words that need more study; the teacher identifies words that should be stressed and makes teaching more purposeful. At least three groups are organized:

- those who can spell all the List Words (not more than three or four in the average class)
- those who have a few to several errors (the majority of the class)
- those with many errors (usually not more than three or four pupils).

The teacher plans a weekly program to meet the needs of each group. The grouping is flexible because new groups are formed after each pretest. Some classes follow a four-day cycle, others a three-, five-, or six-day cycle. The length of the cycle varies with the ability of class members and the difficulty of the words presented.

This routine is less successful in lower than in higher grades. For a class of very weak spellers it may not be superior to other routines. Its chief advantages are (i) the stress that is placed on the purposeful study of words of known difficulty, and (ii) the provision that can be made for the more able and less able pupils. The teacher gives special assignments to those pupils with exceptional needs.

HANDWRITING

Handwriting is given prominence in all grades. Research has shown that clear handwriting is essential to good spelling. Particular emphasis is placed, therefore, on the correct formation of the letters. Printing practice is provided in Book 2. In Book 3 the slanted script is introduced. In Books 4 to 8 formal instruction in handwriting (as well as pronunciation) is provided in the teaching notes for the unit under PROVIDING FOR INDIVIDUAL NEEDS. In Books 4 to 6, as well, Review List Words are presented in script below the main body of the List Words. Teachers may wish to modify these script models to suit their own preferred style.

ACTIVITY PAGES

Children learn to spell in a variety of ways. Pages 100-117 of this Teacher's Edition can be used to supplement the material in the student text. The ACTIVITY PAGES provide enrichment, review or straightforward skills-oriented fun as required. As is the case with the YEAR-END ASSESSMENT TESTS on pages 118-123, the ACTIVITY PAGES may be copied or otherwise reproduced as the teacher requires on the condition that the class is currently using the text edition of *Spelling in Language Arts* on a regular classroom basis.

PROVIDING FOR INDIVIDUAL DIFFERENCES

Spelling in Language Arts recognizes the need of individual students for specialized instruction. The Lesson Plan Outline in this Teacher's Edition describes the individual features of each study unit within the student text and explains the Test-Study-Test method.

Teachers should be aware of the types of spelling errors, in order to determine what remedial and individualized instruction is required. Provision for classification of errors is offered in the CHECK-UP section of the Review Units.

SPELLING ERRORS¹

- (1) Omissions and Insertions
- (2) Letter Substitutions
- (3) Confusion from Mispronunciations
- (4) Transpositions
- (5) Doubling
- (6) Homonyms
- (7) Unclassified

Further ideas and materials for individualizing within the series are provided by:

- the Wordshops
- the Activity Pages at the back of each Teacher's Edition
- the PROVIDING FOR INDIVIDUAL NEEDS section of each unit in the Teacher's Edition
- the REFERENCE LISTS in each Teacher's Edition
- the DIAGNOSTIC PLACEMENT TESTS at the beginning of each text

- the YEAR-END ASSESSMENT TESTS in each Teacher's Edition
- the Review Units within each text.

Pupils who have abnormal weaknesses require corrective exercises and modified assignments. Exercise material of this type is provided in the units of each Teacher's Edition.

Able pupils will master many words and acquire a large spelling vocabulary. These pupils need less time to do the assignments; in fact, for them, some of the work in the Spellers should be replaced with the supplementary material in the units of the Teacher's Edition. Related language activities are provided to enrich the course for those who would otherwise become bored with needless repetition.

PERSONAL SPELLING LISTS

Pupils should be taught to keep **Personal Spelling Lists** in which they record the correct spellings of words that they have misspelled.

Beginning with LEVEL 3, S.L.A. offers CHECK-UP sections in every Review Unit. These CHECK-UP sections remind pupils of the need to develop and maintain personal "problem" lists and to analyze these lists for recurring types of errors. Analysis of spelling errors must be qualitative as well as quantitative.

Simple Personal Spelling Lists can be kept by primary pupils if they are closely supervised. A more elaborate method of listing personal

spelling difficulties may be used by older pupils:²

Word	Related Words	Date Listed	Date Mastered	Teacher's Check
sincere	insincere insincerity	May 8	May 30	JD
truly	true truth truthful	May 10		

A **Total Spelling List** may be kept by the teacher, that is, a list of all words that have been commonly misspelled by the class. At frequent intervals such words should be re-taught and retested, either along with the List Words of subsequent units, or as a separate group. Marks on tests of the latter type are usually very high because they do not test the pupil's spelling ability so much as his industry in studying the Total List words. For this reason "spot tests" are necessary if the class marks are to fall into a normal distribution pattern.

As words are mastered they should be removed from the Personal and Total Spelling Lists. Those words remaining should be carried over for further teaching and testing.

¹From Ves Thomas, *Teaching Spelling* (Gage, 1974), an excellent detailed analysis of spelling errors.

²A reproducible copy of this **Personal Spelling List** is provided on page 127.

SKILLS EXERCISED IN SPELLING IN LANGUAGE ARTS, BOOK 6

SKILL

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18

WORD MEANINGS

Meanings and associations	•		•	•	•	•	•	•	•		•	•	•	•	•	•	•	•
Illustrating meanings			•			•						•			•		•	•
Multiple meanings		•		•		•	•	•		•	•		•		•		•	•
Definitions					•	•	•	•	•	•	•	•					•	
Origins									•					•		•		
Antonyms	•	•	•			•		•	•	•		•		•		•		
Homonyms			•								•							

DICTIONARY SKILLS

Using the thesaurus												•						
Choosing the correct meaning					•					•	•				•		•	
Guide words																•		
Diacritical marks	•	•				•			•			•			•			

LANGUAGE SKILLS

Tense				•														
Noun and verb use of words			•	•	•			•	•	•	•		•		•		•	
Parts of speech				•			•	•	•			•	•	•	•		•	
Types of sentences	•	•													•			
Punctuation	•		•	•						•	•	•	•	•			•	
Creative writing	•		•		•		•	•	•	•	•			•	•	•	•	•
Proofreading			•		•						•	•						•
Writing special forms	•				•		•						•	•	•	•	•	•

WORD ANALYSIS & WORD BUILDING

Phonetic																		
Silent letters	•	•	•	•	•	•	•	•	•						•	•	•	
Long & short vowel sounds	•	•	•	•	•	•	•	•			•	•	•		•	•	•	
R-controlled vowels				•	•		•											
Y used as a vowel	•					•					•	•				•		
Two vowels together			•	•		•						•			•	•	•	•
Blends and digraphs			•	•	•	•	•	•		•					•		•	
Special vowel sounds	•	•	•	•	•	•				•		•		•		•		
Consonant sounds	•		•	•	•		•	•		•	•		•		•		•	•
Structural																		
Root words	•	•	•			•				•					•	•		
Spelling patterns					•					•	•	•	•	•				
Singulars & plurals	•				•	•		•	•		•	•	•	•	•	•	•	
Affixes		•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Syllabication & accents			•			•	•	•	•	•	•	•	•			•	•	•
ER, OR and AR endings																	•	•
EL, AL, LE endings	•											•		•				•
Rule of stress						•			•						•			
Compounds			•		•					•	•		•	•	•	•	•	•
Letter substitution	•	•		•	•		•	•	•	•	•		•	•	•		•	

SKILL

19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36

WORD MEANINGS

Meanings and associations	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Illustrating meanings	•	•				•			•		•				•	•	•
Multiple meanings	•	•	•	•	•				•							•	•
Definitions	•	•		•	•	•	•	•	•		•		•			•	•
Origins		•	•		•		•	•		•		•	•	•	•	•	•
Antonyms	•	•	•	•		•	•	•	•		•	•		•	•		•
Homonyms											•						

DICTIONARY SKILLS

Using the thesaurus		•		•	•												
Choosing the correct meaning				•				•		•						•	•
Guide words									•								
Diacritical marks		•		•								•					

LANGUAGE SKILLS

Tense																	
Noun and verb use of words	•	•	•	•	•	•	•		•	•	•	•					
Parts of speech				•	•	•	•		•	•	•	•			•		
Types of sentences		•												•			
Punctuation							•		•			•					
Creative writing	•		•		•	•	•		•			•	•	•	•	•	•
Proofreading	•					•						•					
Writing special forms		•		•		•	•	•	•	•	•	•	•	•	•	•	•

WORD ANALYSIS & WORD BUILDING

Phonetic																	
Silent letters	•			•		•			•	•		•	•	•	•	•	•
Long & short vowel sounds				•						•							
R-controlled vowels								•				•					
Y used as a vowel						•				•			•				•
Two vowels together	•	•			•			•		•		•		•		•	•
Blends and digraphs				•	•	•						•	•		•		
Special vowel sounds		•															
Consonant sounds		•		•						•		•			•		•
Structural																	
Root words	•					•								•			•
Spelling patterns		•				•			•	•	•	•	•		•	•	•
Singulars & plurals					•	•			•	•		•	•	•		•	•
Affixes	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
Syllabication & accents	•		•	•	•	•		•	•	•	•	•	•	•	•	•	•
ER, OR and AR endings	•	•					•	•					•				
EL, AL, LE endings														•			
Rule of stress									•			•			•	•	
Compounds	•		•			•		•	•		•		•	•			•
Letter substitution	•	•	•	•	•		•	•	•	•		•	•	•	•	•	•

SKILLS EXERCISED IN SPELLING IN LANGUAGE ARTS, BOOKS 2-8

The following chart shows the degree of emphasis placed on various word skills in Books 2-8.

A = strong emphasis

B = moderate emphasis

C = consolidation or review

SKILL

BOOK 2 3 4 5 6 7 8

WORD MEANINGS

Writing words for given meanings	A	A	A	A	A	A	A
Synonyms	A	A	A	A	A	A	A
Antonyms	A	C	A	A	A	A	A
Word associations	B	B	A	B	C	C	C
Multiple meanings	B	B	A	A	A	A	A
Homonyms	C	B	B	A	B	B	B
Nouns of agency	C	C	C	C	B	B	B
Writing words in context to show meanings	—	C	A	A	A	A	A
Writing meanings for given words	—	—	A	A	A	A	A
Origins	—	—	C	C	A	A	A

DICTIONARY SKILLS

Alphabetical order	A	A	B	C	C	C	C
Diacritical marks	C	B	A	A	A	A	A
Checking for spelling & meaning	—	—	A	A	A	A	A
Writing dictionary definitions	—	—	B	B	B	B	B
Dictionary samples, abbreviations, guide words	—	—	A	A	A	A	A
Thesaurus skills	—	—	—	C	A	A	A

WORD ANALYSIS & WORD BUILDING

Phonetic

Pronunciation	A	A	A	A	A	A	A
Rhyming	A	B	B	B	C	C	C
Vowel sounds:							
Long and short	A	A	A	A	A	A	A
Combinations	A	A	A	A	A	A	A
Silent — final E	A	A	A	A	B	B	B
— other	—	B	B	C	C	C	C
R-controlled	B	B	A	B	B	C	C
Other	—	C	B	C	B	B	B
Consonant sounds:							
Blends	A	A	A	B	B	C	B
Digraphs	A	A	A	B	B	C	B
Silent	A	B	B	A	A	A	A
Initial & final	A	C	C	—	—	—	—
K sound spelled C, K, CK, CH	C	C	C	C	C	C	C
Hard and soft C & G	—	C	B	B	B	A	A
Z sound spelled S	—	C	C	C	C	C	—
F sound spelled PH, GH	—	—	C	C	C	B	B

SKILL

BOOK 2 3 4 5 6 7 8

WORD ANALYSIS & WORD BUILDING (Continued)

Structural

Spelling patterns	A	A	A	A	A	A	A
Suffixes	A	A	A	A	A	A	A
Plurals — S & ES	A	A	A	A	A	A	A
— irregular	B	C	B	C	C	C	C
Double letters	A	B	A	B	B	B	B
Vowel and consonant recognition	A	C	C	C	C	—	—
Substitution — of letters	A	A	A	C	B	—	—
— of affixes	—	—	—	C	C	C	A
Root words	B	A	A	A	A	A	A
Compounds	B	B	B	B	A	A	B
Capitals	B	B	C	C	C	C	C
Contractions	C	C	C	C	C	C	C
Singulars	C	—	C	B	C	C	C
Syllabication and accent	—	A	A	A	A	A	A
Prefixes	—	C	B	A	A	A	A
Abbreviations	—	C	C	—	—	C	B
Spelling difficulties:							
Dropping silent E	A	A	A	A	A	A	A
Doubling final consonant	—	B	A	A	A	A	A
Y to I, F to V	—	B	A	A	A	A	A
Changes in root	—	C	C	C	A	A	A
Final EL, AL, IL	—	—	—	C	C	C	—

LANGUAGE USAGE

Grammar hints	B	B	B	B	A	A	A
Proofreading	B	—	C	C	C	C	C
Pronunciation	B	B	B	B	B	B	A
Titles	C	C	C	C	C	C	C
Use of capitals	C	C	C	C	C	C	C
Punctuation	C	C	C	A	C	C	C
Sentences	A	A	A	A	B	B	C
Special forms (posters, verse, letters, etc.)	C	C	B	C	C	C	B
Paragraphs	—	—	—	C	B	C	C
Creative writing	A	A	A	A	A	A	A

DICTATION TESTS BOOK SIX

These tests are carefully planned to include words of varying difficulty. Tests 1, 4, and 7 are **Pretests** and contain words not yet studied in class. The other tests are cumulative reviews and should be given at various times throughout the year. Test 9 might be given as a year-end review.

TEST 1

Units 1-12 (Pretest)

honest	broad
accept	loose
width	fourth
total	limit
grief	music
laid	centre

TEST 2

Units 1-6

exercise	parcel
cause	difficult
course	private
height	succeed
elect	burnt
forgotten	notion

TEST 3

Units 1-12

wrapped	serious
length	busily
unknown	central
squirrel	circle
numerous	engine
pearl	all right

TEST 4

Units 13-24 (Pretest)

useless	unit
onion	whom
kettle	juice
program	hourly
honour	library
collector	prayer

TEST 5

Units 13-18

argued	engage
happened	bucket
climbing	eighth
ninth	secure
separate	fortunate
viewer	neighbour

TEST 6

Units 1-24

ability	easiest
beginning	disobey
breath	skilful
poison	division
violin	selection
continue	beautiful
pledge	potato
honour	prompt

TEST 7

Units 25-36 (Pretest)

travelling	colony
popular	dial
envy	hymn
orbit	nylon
alley	award
region	lose

TEST 8

Units 25-30

lying	interest
unequal	knowledge
pleasure	bury
disgrace	husband
faithful	pirate
ideal	seldom
marriage	rotten
population	patient

TEST 9

Units 1-36

happiness	govern
location	friendship
janitor	autumn
favourite	request
February	particular
exchange	shrink
dangerous	paragraph
decide	midnight

TEACHING SUGGESTIONS UNITS 1-36

UNIT 1

OBJECTIVES

- Short Vowel Sounds
- Dictionary Pronunciation
- Synonyms and Antonyms
- Types of Sentences

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Demonstrate the use of the study steps outlined on page 15 of the speller in studying List Words. Guide the children to use the List Words as much as possible.

Group the words for presentation according to the phonetic and structural features they illustrate. What letter follows *c* when it expresses the *-s* sound? Read these words aloud and listen to the *-s* sound of *c*: **accept, cement, parcel**. The pupils should discover the silent consonants: **honest, wrapped, wrist**. Here we have words with the **schwa** plus *r* sound; **different, hammer,**

afterwards, memory, comfort. Underline **er, ar, or**. Compare the **schwa** sound of **or** in **memory** and **comfort** with the **-or** sound in **glory**. Direct attention to the vowel sounds which tend to be slurred; these are hard to hear. The nine List Words with doubled consonants should be noted.

ACTIVITY AIDS

A WORD WISE

A(1), (2) Before the pupils start to work on section A, take time to develop the meanings of the terms "synonyms" and "antonyms". Help the pupils equate synonyms with words with "similar" meanings and antonyms with words with "opposite" meanings. Remind them of the function of a thesaurus. You may take up both A(1) and (2) orally with the pupils while List Words are being introduced.

B WORD WATCH

The Word Watcher reviews the symbolic representation of a short vowel sound. Use the dictionary to demonstrate to pupils that the short vowel is not usually marked.

B(1) Before the children begin, review the long and the short sounds of the vowels. The ability to hear the vowel sounds in a word is the key to determining the number of syllables. A word like **wrapped** is likely to provide a problem and should be considered.

B(2) calls for identification of List Words with **hard** and **soft -c**, silent letters, double consonants and vowel plus *l* endings.

The following skills are reviewed in the remainder of the section.

B(3) Identifying root words.

B(4) Writing plurals by adding *s*.

B(5) Writing plural forms of words ending in a consonant and *y*. Use the following examples to stress the changing of *y* to *i*, before adding *es*: **penny, factory, policy, balcony, allergy, ruby, party, beauty**. Have the pupils give examples of their own, then let them complete the activity.

C WORD WIZARD

C(1) focuses upon creating rhyming definitions using List Words. Before you direct pupils to the activity, give them examples like these: — **pink drink** (b) A game that didn't take long — **short sport** (c) What a

1

ability	wrist	wrapped	glory
different	hammer	addressing	honest
difficult	worried	natural	cement
riddle	squirrel	memory	parcel
tries	accept	afterwards	comfort

Remember:

expect until picnic

A

WORD WISE

1. Group A contains LIST WORDS. Group B contains synonyms of those words. Match the words in Group A with those in Group B. (Synonyms are words that have the same meaning.)

Group A

different
accept
difficult
afterwards
comfort

Group B

later
take
cheer
truthful
skill

puzzle
package
honour
hard
unlike

2. Find LIST WORDS that are antonyms of
easy refuse unwrapped
dishonest unnatural discomfort
Write them. (Antonyms are words that are opposite in meaning.)

B

WORD WATCH



A short vowel sound is sometimes shown by a curved line above the letter, as
at ēnd īn ōn ūp.

1. As you say the words above, listen to the vowel sound in each. Each vowel sound is **short**.
(a) Now say these words:
until expect difficult
accept picnic wrist
Write them and mark the short vowels.
(b) How are short vowel sounds marked in the **SPECIMEN DICTIONARY**?



wrestler might do to his opponent when he grabs his hand — **twist wrist** (d) What someone who is searching for a neckpiece in a department store does — **tries ties**. Challenge the pupils to complete C(1) in the same way.

C(2) reviews the kinds of sentences. Oral discussion should be conducted with the purpose of helping the pupils to visualize the scene.

PROVIDING FOR INDIVIDUAL NEEDS

1. Creative Writing: Provide the children with cut-out pictures from magazines and have them write a

sentence about each picture. You can encourage them to write sentences that do not state ideas that are easily derived from the pictures.

2. Handwriting and Speech

Practice:

(a) Review the formation and joining of e, r, s, and t. Let the children point out the similarity in the beginning strokes. Let them practise the letters in these words: **parcels, expect, present, sister, president, tries.**

(b) Demonstrate the use of the mouth, lips and tongue as pupils practise saying words with short vowels: **bat, bet, bit, bottle, but, chat, Chet, chip, chop, chug, blab, bled, blimp, blob, bunt, clam, Clem, clip, clop, cub.**

DICTATION SENTENCES

1. The **worried** mayor was **addressing** the crowd.
2. We did **expect** that the **squirrel** would **accept** one nut.
3. He doesn't know how to solve the **difficult riddle**.
4. Don't **hammer** the wood on the **cement** until **afterwards**.
5. She has the **ability** to throw the ball with a twist of her **wrist**.
6. To **comfort** the **honest** boy she **wrapped** the **parcel**.
7. It is **natural** to like **different** things.
8. A day off was given in **memory** of the man who won **glory** at war.
9. Each child had two **tries** in the sack race during our **picnic**.



Word Detective

2. Use the clues below to find LIST WORDS. Write them.
 - (a) These three words have a soft -c sound.
 - (b) These five words have a hard -c sound.
 - (c) These two words have a silent -w.
 - (d) This word has an h you do not hear.
 - (e) This word ends in el.
 - (f) This one has al at the end.
 - (g) These nine words have double consonants.



Word Builder

3. Write the LIST WORDS that are formed from

differ	worry	wrap
nature	address	able
4. Write the plurals of these LIST WORDS:

parcel	squirrel	riddle
hammer	wrist	comfort
5. Study how these words change to form their plurals:

Singular	Plural
lady	ladies
puppy	puppies

 Now write plurals for

memory	ability	glory	try
--------	---------	-------	-----

ANSWERS

A

(1) different — unlike; accept — take; difficult — hard; afterwards — later; comfort — cheer; ability — skill; honest — truthful; riddle — puzzle; parcel — package; glory — honour
 (2) easy — difficult; refuse — accept; unwrapped — wrapped; dishonest — honest; unnatural — natural; discomfort — comfort

B

(1)(a) until, expect, difficult, accept, picnic, wrist (b) There is no mark.
 (2)(a) accept, cement, parcel (b) difficult, expect, comfort, picnic, accept (c) wrist, wrapped (d) honest (e) parcel (f) natural (g) different, difficult, riddle, hammer, worried, squirrel, accept, wrapped, addressing
 (3) different; worried; wrapped; natural; addressing; ability
 (4) parcels; squirrels; riddles; hammers; wrists; comforts
 (5) memory — memories; ability — abilities; glory — glories; try — tries

C

(1) story — glory; dent — cement; agility — ability; griddle — riddle. Definitions will vary.
 (2)(a) Did someone tell you we would arrive today? (**question**) You are the first to come to welcome us home. (**statement**) Please come and have dinner with us. (**request**) What a friendly person you are! (**expresses strong feeling**)
 (b) Answers will vary.

C

WORD WIZARD

1. Write a LIST WORD that rhymes with each of these words:

story	dent	agility	griddle
-------	------	---------	---------

 Now write a definition for each pair of rhyming words. Have fun. Make up silly definitions. For example: A hammer slammer might be "a sloppy carpenter".
2. This was heard recently at an airport: "What a friendly person you are! You are the first to welcome us home. Did someone tell you we would arrive today? Please come and have dinner with us."
 - (a) Write the sentence which

• asks a question	• makes a request
• makes a statement	• expresses a strong feeling
 - (b) Using a variety of sentence types, write what the other person at the airport might have said. Watch your punctuation!

UNIT 2

OBJECTIVES

- Multiple Meanings
- Long Vowel Sound
- y as in **enemy**
- Kinds of Sentences

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

This Unit contains words which are often spelled incorrectly due to mispronunciation. Take time to pronounce the words properly paying attention to the consonant sounds. Correct faulty pronunciations by pupils. Review the long and short vowel sounds by getting the pupils to listen to them in each pair of words. Get them to mark the vowels long or short: **table, tablet; number, numerous; begin, beginning; arrange, arranged; long, length; wide, width; like, likely; lone, lonely; deep, depth; shine, shining; forgot, forgotten**

2

tablet	riding	scale	behave
numerous	request	flame	respect
beginning	width	private	enemy
arranged	length	total	provide
forgotten	depth	elect	kite

Don't forget:

divide lonely shining likely

A

WORD WISE

- In the sentences below, the LIST WORD scale is used in different ways. Read the sentences.
 - Each scale on the fish was of a delicate colour.
 - The grocer placed the grapes on a scale and weighed them.
 - The fireman had to scale a high wall to get to the burning house.

Write three different meanings of scale as it is used in the sentences above. Your dictionary may be able to help.
- Find and write the LIST WORDS that mean the opposite of

friend	few	disrespect
ending	public	remembered

B

WORD WATCH



A long vowel sound is sometimes shown by a straight line above the letter, as *pôle pile pâle*.

- As you say each example above, listen to the vowel sound. Each vowel sound is long.
 - Now say these words:

arranged	kite	total	riding
behave	provide	scale	flame

Write them and mark one long vowel in each.
 - Check your answers with your dictionary and the SPECIMEN DICTIONARY. Be prepared to tell how each dictionary marks the long vowel sounds.
- Say, then write, these words:

enemy	lonely	likely
-------	--------	--------

What sound do you think is represented by y? How does your dictionary describe the vowel sound of y in these words?



ACTIVITY AIDS

A WORD WISE

A(1) focuses on the multiple meaning word **scale**. You should make it clear to pupils that although only three meanings are given, there are several meanings for the word **scale**. Have them check in the dictionary and thesaurus for meanings and synonyms. Which dictionary meanings are nouns? Which are verbs? Which suffix will make the word an adjective? Encourage the children to write sentences to show different meanings for **kite, tablet, and riding**.

A(2) gives practice in writing antonyms. Encourage the children to give synonyms for the words in the activity. For example, friends = **ally, companion, comrade, chum, crony, pal**, etc. Then let them identify the opposite in the List Words and suggest synonyms for that. Encourage them to check the thesaurus for help.

B WORD WATCH

B(1) The Word Watcher points out the **macron** as the dictionary indicator of a long vowel sound. Demonstrate this by referring to the dictionary entries for **rim — ice; fame — fast; rule — bug; hot — hope**. Have the children point out the macron above the vowel with the long sound, and the absence of any mark over the short sounds. Let them see the **schwa** symbol ə for those vowels that are neither long nor short. Use words like **about, memory and numerous** to develop this point.

B(2) focuses on the sound of **y** in **enemy**. Write the following words on the board and review the various vowel sounds of **y**: **cypress, pity, justify, jury, by, roly-poly, very, type, system, syrup, rhyme, rhythm**. Have the children read each word and indicate the sound made by **y**. Point out the positions in words in which the **vowel** sound of **y** is usually heard. Have them check the dictionary to verify the different pronunciations of the vowel **y**. Most dictionaries will show the **y** in **very, pity**, etc. as **long-e**, and it is treated as such throughout this speller series.

B(3), (4) review the skills of finding words in longer ones and identifying words with **silent -e**.

The remainder of section B reviews these skills:

B(5) Identifying root words.

B(6) Adding suffixes to root words.
(a) Review the rule for adding suffixes to words ending in **silent -e**:

scale + ing = scaling;

lone + ly = lonely;

flame + ed = flamed.

(b) Review the rule for adding suffixes to words ending with a short vowel preceding a consonant: **tap + ing = tapping; beg + ed = begged**. Get the children to see that this rule is followed in multisyllable words with the stress on the final syllable. For example: **begin' — begin'ning; forgot' — forgot'ten**.

C WORD WIZARD

C(1) Stress the importance of proper pronunciation of words to good spelling. Show the pupils how easy it is to mispronounce the words in the activity. Review the purpose of the various types of sentences: statements, questions and commands. Give the pupils examples of each type before they attempt the activities.

PROVIDING FOR INDIVIDUAL NEEDS

Phonics: Review long and short vowel sounds with pupils by having

them complete these activities:

1. Change the vowel sound and meaning in each word by adding **silent -e**: pan, sag, hug, pin, hid, rod, dam, jut, kit, tap, cut, mad.
2. Write a rhyming word for each of these words: **face, ice, cone, cube, seat**.

DICTATION SENTENCES

1. Draw the **length, width**, and **depth** to scale.
2. The **lonely** child **requested** help.
3. At the **beginning** of the war the **enemy** respected the rules.
4. **Divide** the **total** sum to **provide** for his **numerous** children.
5. It is **unlikely** that the **tablet** will be **forgotten**.
6. He **arranged** a **private** riding party.
7. The **flames** were **shining** on the window.
8. The leaders were **elected** today.
9. **Behave** like you should.
10. The **kite** soared above the tree tops.

ANSWERS

- A**
- (1) **scale** on fish = a thin flat covering on a reptile, etc.; grapes on a **scale** = a dish or pan for balance; **Scale** the wall = climb
- (2) friend — enemy; few — numerous; disrespect — respect; ending — beginning; public — private; remembered — forgotten

- B**
- (1) arranged, kite, total, riding, behave, provide, scale, flame.
- (2) enemy, lonely, likely: long -e
- (3) tablet — tab, let, table, able, a
- (4) divide, scale, flame, private, behave, provide, kite, lonely, likely
- (5) long — length; wide — width; deep — depth; number — numerous; begin — beginning; forget — forgetting; ride — riding; shine — shining.
- (6)(a) privately, lonely, likely, differently, totally, honestly. (b) arranged, provided, scaled, divided.
- (c) requesting, respecting, beginning, riding, shining, electing.
- (d) forgotten, widen, lengthen, deepen

C
Answers will vary in this section.



Word Detective

3. Without rearranging any letters, find five hidden words in tablet. Write them.
4. Find and write all the LIST WORDS that have a silent -e.

Word Builder

5. Write the LIST WORDS whose roots are
long wide deep number
begin forget ride shine
6. Build new words. You will have to make changes to some of the root words before the suffix is added.

(a) Add ly:

private	lone
like	different
total	honest

(b) Add ed:

arrange	provide
scale	divide

(c) Add ing:

request	ride
respect	shine
begin	elect

(d) Add en:

forgot	wide
length	deep

C

WORD WIZARD

1. Good speech helps your spelling! Pronounce the final consonant sound distinctly as you say these LIST WORDS:
length depth width respect
arranged request tablet beginning
2. Add words to the following to make statements.
Example: divide the pie — I will divide the pie.
(a) ride the horse (c) arrange the flowers
(b) numerous enemies (d) shoots the puck
3. Add words to the following to make question sentences:
Example: total width — What is the total width?
(a) leaping flames (c) provide the food
(b) greater depth (d) have the flu
4. Add words to the following to make command sentences:
Example: older people — Respect older people.
(a) private property (c) two tablets
(b) total amount (d) out of the swamp
5. Scramble

How many words can you make using only the letters in **forgotten**? Write them.

UNIT 3

OBJECTIVES

- Homonyms
- Noun and Verb Forms
- Spellings of **Long -a, e, o**

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

This Unit focuses on words that contain long vowel sounds spelled with a variety of vowel digraphs. Some of the more difficult words in the list are **straight** with **long -a** spelled **ai**, **height** with **long -i** spelled **ei** and **believe** with **long -e** spelled **ie**. The words **straight** and **height** should be studied together. Also give attention to **throughout**.

Present **piece**, **belief**, **grief**, **niece**. Have the pupils pronounce the words and listen to the sound expressed by **ie**. Also treat words with **ee** as a group. Introduce the word **degrees** with the idea of com-

parative quantities in conjunction with other List Words: degrees of cheapness, degrees of grief, degrees of quiet.

Compound words consist of two words linked together. Emphasize the difference between compounds and words with affixes. Compare the compounds **meanwhile** and **throughout** with **unknown** and **misbehave**.

ACTIVITY AIDS

A WORD WISE

All the activities are aimed at reinforcing an understanding of word meaning and usage. They may be completed when that aspect of the study of the words is being developed during presentation.

A(2) Remind the pupils that they should not write in the spelling text. After pupils have completed the puzzle, get them to suggest words that are the opposite in meaning to those in the activity and write these on the board.

A(3) Challenge the pupils to answer these riddles with homonym pairs: (a) What might you call a male marker out in the lake or ocean? (**boy buoy**) (b) What might a dull-coloured bucket be called? (**pale pail**) (c) What would you call an ape that makes sneak attacks?

(**guerrilla gorilla**) Get the pupils to see that it is often useful to make phrases like the ones in the activity to help remember the spelling of words.

B WORD WATCH

B(1) Write the following words on the board and challenge the pupils to indicate the vowel combination in each: **chief**, **diet**, **hoe**, **poet**, **cheat**, **create**. Get them to sound out each word. Which words have vowel digraphs? Which words have more than one syllable? What is the vowel sound in each syllable? Get the children to see that in some words, although two vowels may come together, they are sounded separately.

B(2), (3) You may want to review with pupils the various spellings for **long -a**, **long -e**, **long -o** and **long -oo**. Get them to suggest words in which the various spellings are used and list these on the board. The remainder of the section reviews these skills.

3

straight	succeed	cheap	roam
laid	degrees	believe	unknown
mailing	speech	grief	throughout
waist	bleeding	niece	height
faint	meanwhile	indeed	layer

Don't forget:

piece reason quiet

A

WORD WISE

1. When we measure down, we measure depth. Which LIST WORD tells what we measure when we measure up?
2. Match-A-Word

Copy and complete this puzzle. Choose LIST WORDS that are antonyms of the words on the left. If your answers are correct, the letters under the star will spell the name of a meal. (Never write in this book.)

crooked
known
expensive
whole
noisy
joy



Homonyms are words that sound the same but have different spellings and meanings.

3. (a) Spelling homonyms correctly is sometimes easier if you remember them in "phrases" with other words spelled with the same letters, like those below.

- Use **hai**t in a **strai**t.
- **pea**ce **tre**aty
- **ha**ste makes **wa**ste
- **few** **thre**w

(b) Find a homonym for each of the coloured words. Use each new word in a phrase to help you remember its meaning. Write the words and phrases.

B

WORD WATCH Word Detective

1. Find five LIST WORDS with **ie**. Write them. Underline each **ie** that spells the **-ē** sound.

B(4) Finding small words at the end of longer words.

B(5) Identifying compound words.

B(6) Adding endings **ing** and **ed** to words in which no changes are made or in which final **e** is dropped or final consonant doubled.

C WORD WIZARD

C(1) focuses on the noun-verb forms derived from the same root. Go over the activity with the pupils making sure that they know which word functions as a noun and which as a verb. Then have them write original sentences.

C(2) Have the children use the index of an atlas to locate the information.

PROVIDING FOR INDIVIDUAL NEEDS

1. Creative Writing: Expose the pupils to cartoon strip stories and have them study the techniques used by the artists to show how characters feel. Then let them create their own cartoon characters and write a comic strip featuring those characters. Let them select their own subjects for the stories involving the characters in sad, funny or serious situations.

2. Handwriting and Speech Practice:

(a) Encourage the pupils to analyze

their method of forming and joining **m** and **n**. Point out the additional "hill" on **m**: **program**, **column**, **unknown**, **meantime**, **noun**.

(b) Encourage the children to create rhymes and silly verses in which the sound of **ay** and **oh** are repeated: Jane played with a train in the rain. The Ocean foam blows over Flo's boat.

DICTATION SENTENCES

1. They **roam** throughout the store looking for **cheap** goods.
2. A **faint** cry in the **quiet** evening was heard.
3. **Indeed** there is no **reason** why she should not **succeed**.
4. At the **height** of his **grief** his **niece** left.
5. A **piece** of **layer** cake was **laid** on the plate.
6. They are **mailing** it **straight** to the store.
7. By **degrees** his **speech** became better.
8. **Meanwhile** the **bleeding** was stopped.
9. I **believe** that she is **unknown** to this crowd.
10. Sew it at the **waist**.

ANSWERS

A

- (1) height
(2) crooked — straight; known — unknown; expensive — cheap; whole — piece; noisy — quiet; joy — grief; hidden word — **supper**
(3) Answers will vary.

B

- (1) believe, grief, niece, piece, quiet
(2) **Long -a** spelled **ai**: straight, laid, mailing, waist, faint; **long -e** spelled **ee**: succeed, degrees, speech, bleeding, indeed; **long -e** spelled **ea**: meanwhile, cheap, reason
(3)(a) throughout (b) roam, unknown
(4) reason, laid, believe, unknown
(5) meanwhile, indeed, throughout
(6) believed — believing; mailed — mailing; quieted — quieting; succeeded — succeeding; reasoned — reasoning; roamed — roaming; fainted — fainting; believed — believing

C

- (1)(a) blood (n.) bleed (v.) (b) speak (v.) speech (n.) (c) grief (n.) grieve (v.) (d) success (n.) succeed (v.)
(2) Answers will vary.



2. Write the LIST WORDS that belong in each box.

long -a
spelled
ai

long -e
spelled
ee

long -e
spelled
ea

3. Play detective!

- (a) Find the word that has the sound of -oo as in soon.
(b) Find two words that have the long -o sound.

4. These three-letter words are hiding at the end of some of the LIST WORDS. Write the words and underline the little words in them.

son aid eve own

5. Three of the LIST WORDS are compounds. Write them, and separate the two smaller words with a line.

Word Builder

6. Add ed and ing to the words below. Write the new words.

believe roam mail
quiet succeed reason
roam faint believe



C

WORD WIZARD

1. Study these sentences:

- A layer of boards hid the hole.
- Now I lay the boards over the hole.

In the first sentence, layer works as a noun. Its verb form, lay, in the second sentence, tells what the subject is doing.

For each pair of words below write two sentences. Write "noun" or "verb" after each sentence to show how each word works.

- (a) blood - bleed (c) grief - grieve
(b) speak - speech (d) success - succeed

2. Across Canada A-B-C

Try to write the name of a city, town or province in Canada for each letter in the alphabet. Begin like this A - Alberta. You may use an atlas.

UNIT 4

OBJECTIVES

- Using the Dictionary
- Sound of ô
- Past and Present Forms
- Proofreading

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

This Unit focuses on words with these vowel combinations: **ea** spelling **short -e**, **au** spelling **ô**, the sound of **-er**, and **ou** spelling **short -u**. Present the words in groups:

(a) weather, wealthy, deaf, breath, meant, healthy (b) autumn, faulty, daughter, cause, haul, broad, coarse (c) earnest, nervous, burnt, crept, debts (d) couple, bought, cousins, rough, seriously, soul.

In (a), draw attention to the **ea** spellings and the sounds given by the **th** spellings. In (b), note the **au** and **oa** spellings giving the same sound of ô. The **r** changes the sound

of **oa** in **coarse**. In (c), point out the different spellings of the **-er** sound, and the consonant blends **nt**, **st** and **pt**, also the silent letter in **debt**. In (d), the **ou** spellings, and the sounds given by them, should be considered.

ACTIVITY AIDS

A WORD WISE

A(1) The students are introduced to the SPECIMEN DICTIONARY located at the back of the book. Direct the pupils to the section beginning on page 100. Let them tell how this section resembles a real dictionary. Using the word **couple** let them compare the entries in the SPECIMEN DICTIONARY and in another real dictionary. What common information do they contain? What information is lacking in either? Which dictionary explains word meaning more fully? Before the pupils attempt the activity, write this sentence on the board and demonstrate how it is to be done: Cats and dogs are **domestic** animals. Help them to see that of the many meanings listed for **domestic**, only one will fit the sentence. Which one will they choose?

B WORD WATCH

The Word Watcher points out the dictionary symbol for **au** as in **autumn**. Use the following words to get pupils to see that this sound has a variety of spelling patterns: **tall, walk, wash, taught, awful, thought, door, coarse**. Stress the importance of looking at the letters in a word to discover the correct spelling of a particular sound.

B(2) focuses on the **ou** spelling of **short -u**. This is an unexpected sound for **ou** since the children will no doubt connect it with the **long -o** sound as in **soul**, the **-ow** sound as in **proud**, or the **aw** sound as in **bought**, etc. Have the pupils read the words then suggest others such as **tough, enough**, etc. that have **short -u** spelled in the same way.

B(3), (4) Pupils are asked to identify List Words with **short -e** spelled **ea**, silent letters, **-z** sound spelled **s** and **-f** sound spelled **gh**.

B(5) deals with the **-er** sound spelled **ear, er** and **ur**. Review the influence that **r** has on vowels and remind pupils of other spellings of the **-er** sound: **or** as in **word**, **ir** as in **bird**, and **ar** as in **burglar**.

4

weather	healthy	broad	cousins
wealthy	autumn	earnest	burnt
deaf	faulty	coarse	crept
breath	cause	nervous	soul
meant	haul	serious	debt

Don't forget:

rough daughter bought couple

A



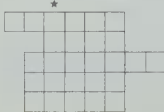
WORD WISE

1. Look up the word **couple** in the SPECIMEN DICTIONARY. Note the meanings given. Write a meaning for **couple** as it is used in each of these sentences:
(a) The Smiths are a **wealthy couple**.
(b) The railway workers will **couple** the freight cars.
(c) Lend me a **couple** of dollars.

2. Match -A-Word

Write the LIST WORDS that have nearly the same meanings as the words below. If your answers are correct, the letters below the star will spell a word meaning in that place. Don't write on this page.

the fall
pull or carry
rich
wide
intended



B

WORD WATCH



The sound spelled by the **au** in **autumn** is sometimes shown as ô. This sound may be spelled in several ways.

1. Write **autumn** and six other LIST WORDS with the -ô sound. Underline the letters that spell the -ô sound.
2. Listen to the **short -u** sounds as you say these words:
couple **cousins** **rough**

Write them and underline the letters representing the **short -u** sound.

The remainder of the B section deals with adding suffixes **y** and **ly** to root words.

C WORD WIZARD

C(1) centres on the recognition of irregular verb forms. Work through the sentences orally with the pupils. Then have them write the altered forms.

C(2) Get pupils to explain the term "proofreading". Let them see that most writers first put down their ideas on paper without attention to spelling, grammar, punctuation, etc. After writing this rough draft, they go over what they have written and make corrections and changes. This is proofreading. Let them read the passage out loud in order to get the

correct sense then let them rewrite it correctly.

PROVIDING FOR INDIVIDUAL NEEDS

Phonics: Provide the pupils with opportunities to review vowel sounds.

1. Make two-syllable words with the long **-u** sound by adding **u** in the spaces: c-pid, c-bic, b-gle, f-ry, d-et, p-pil, st-pid, t-lip, t-nic, h-mus.
2. Write a homonym for each word: **beet, cheap, beach, heel, see, tea.**
3. Write a rhyming word for each of these: **chase, spade, name, lane.**

DICTATION SENTENCES

1. Faulty tires cause serious spills.
2. Haul the load over the rough road.
3. He took a deep breath and crept under the burnt floor.
4. The wealthy man bought his daughter a car.
5. The young couple are cousins.
6. In icy weather we use coarse salt.
7. Although deaf, he is quite healthy.
8. The earnest student is nervous.
9. The picture is meant to show the broad view of the scene.
10. It's too early to see the autumn colours.
11. She sang with great soul and enthusiasm.
12. Careful planning keeps one out of debt.

ANSWERS

A

- (1)(a) man and woman (b) link together (c) two things
(2) autumn, haul, wealthy, broad, meant; hidden word: **there**

B

- (1) autumn, faulty, cause, haul, daughter, broad, bought
(2) couple, cousins, rough
(3) weather, wealthy, deaf, breath, meant, healthy
(4)(a) debt (b) autumn (c) cousins
(d) coarse (e) soul (f) rough
(5) earnest, nervous, burnt
(6) wealthy, healthy, faulty
(7) broadly, nervously, earnestly, seriously, coarsely, roughly

C

- (1)(a) My cousin buys a faulty clock.
(b) The divers haul the treasure into the boat. (c) The hikers mean to be careful. (d) We burn the pile of leaves. (e) The nervous thief creeps inside the house.
(2) If I had read the sign on the beach I would never have dived so recklessly into the water. I noticed a family having a picnic on the sand and someone fishing farther along. But this gave me no warning. **There was ice cream for sale each Sunday.** After the tropical heat I was much too eager to feel the cool ocean. The last thing I thought about was sharks!



Word Detective

3. The ea in the word weather is a clue to find five other words with short **-e**. Write them.
4. Track down these LIST WORDS:
(a) a word with b we do not hear
(b) a word with an n we do not hear
(c) a word in which s sounds like z
(d) a word with the -or sound spelled oar
(e) a word with the long -o sound. Underline the letters that spell the -o sound.
(f) a word with the -f sound spelled gh
5. Say the word turn. Listen for the -er sound (as in her) spelled ur. Underline the letter groups that spell the -er sound in
earnest nervous burnt



Word Builder

6. Add the suffix **y** to wealth, fault, health. Use each new word in a sentence.
7. Add the suffix **ly** to
broad earnest coarse
nervous serious rough

C WORD WIZARD

1. Change the action in these sentences from the past to the present.
(a) My cousin bought a faulty clock.
(b) The divers hauled the treasure into the boat.
(c) The hikers meant to be careful.
(d) We burnt the pile of leaves.
(e) The nervous thief crept inside the house.
2. Careless Kermit wrote this paragraph, but he left out capitals and periods. He even included a sentence that does not add to the main thought. Please help Kermit. Edit the paragraph for him.

if i had read the sign on the beach i would never have dived so recklessly into the water i noticed a family having a picnic on the sand and someone fishing farther along but this gave me no warning there was ice cream for sale each sunday after the tropical heat i was much too eager to feel the cool ocean the last thing i thought about was sharks

UNIT 5

OBJECTIVES

- Noun and Verb Meanings
- Consonant Digraphs
- Noun/Verb Usage

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

This Unit emphasizes words with the following vowel combinations: **ou, ow, ea**. Introduce these words in the following order:

(a) aloud, foul, doubt (b) pillow, shadow, tomorrow (c) pearl, earliest, search, ahead, dread (d) motion, notion, poison (e) exercise, rejoice, loose (f) awhile, balloon, nephew, therefore, good-bye, treatment.

In (c), get the pupils to see the influence of **r** on the sound of **ea** in the first three words. Remind them of this sound in **earnest** from Unit 4. Point out the importance of noting the correct spellings of the sound of

-er in individual words since that sound has many different spellings. Review words with these spellings.

Have the pupils note the difference in sounds of the **tion** and **son** in (d). Review the **oi** diphthong in **poison**.

Have the children see the spelling of the **s**-sound in each word in (e). Which word has a vowel sound as in **poison**?

Point out, in (f), the digraph in **awhile**, double consonants in **balloon**, the **-f** sound spelled **ph** in **nephew**, the sound of **long -e** spelled **ea**, the suffix **ment** in **treatment** and the compounds **therefore** and **good-bye**.

Use the dictionary to develop word meanings. Develop multiple meanings and usage for **balloon**, **search**, **loose**, **shadow**. Which words could be used as nouns and verbs?

ACTIVITY AIDS

A WORD WISE

A(1) Introduce the children to the puzzle reminding them that they should not write in the text. Have them copy the puzzle, read the clues and complete it independently.

A(2) Encourage some of the pupils to look up the word **balloon** in dictionaries other than the SPECIMEN DICTIONARY. How many meanings are given? How can they tell whether a meaning is a noun or verb? Point out to the pupils that the part of a dictionary entry which tells how the word functions in sentences employs these symbols: *n.* (for noun), *v.* (for verb), *pron.* (for pronoun), *adj.* (for adjective), and *adv.* (for adverb). Have them use the SPECIMEN and other dictionaries to verify this.

B WORD WATCH

B(1) calls for pupils to identify words with these vowel patterns: **long -o** spelled **ow, -ow** as in **cow** spelled **ou**, the **-er** sound spelled **ear, short -e** spelled **ea** and **long -oo** as in **soon**.

B(2) challenges pupils to identify words with consonant digraphs **wh, ph, ch** and **th**. Encourage the children to write other words containing these digraphs.

The remainder of the section calls for the pupils to review the following skills:

B(3) Finding small words in longer ones.

5

awhile	nephew	pillow	treatment
aloud	earliest	poison	foul
exercise	loose	therefore	notion
balloon	search	rejoice	dread
pearl	ahead	motion	shadow

Don't forget:

good-bye tomorrow doubt

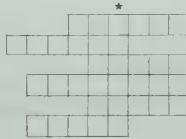
A

WORD WISE

1. Match-A-Word

Copy and complete the puzzle, using LIST WORDS. If your answers are correct the letters under the star will mean "for a time".

hunt
cushion
in front
feel glad
not in a whisper
not tight



- (a) Look up **balloon** in the SPECIMEN DICTIONARY and in your own dictionary.
- Write a sentence using **balloon** as a noun (*n.*) and as a verb (*v.*).

B

WORD WATCH Word Detective



- The Case of the Missing Words. Your job is to find them.
 - ____, ____ and ____ have the **-ō** spelled **ow**.
 - ____, ____ and ____ have the sound of **ow** as in **cow**, spelled **ou**.
 - ____, ____ and ____ have the **-er** sound spelled **ear**.
 - ____, ____ and ____ have the **-ē** sound spelled **ea**.
 - ____ and ____ have the **-oo** sound as in **soon**.
- After you write these words, look for the consonant digraphs (two consonants that give only one sound). Underline them.
awhile nephew search therefore

B(4) Adding **ed** and **ing** to root words. Remind pupils about the **silent -e** rule.

B(5) Substituting initial consonants and consonant blends in List Words.

C WORD WIZARD

The Word Wizard further develops the noun-verb usage of words as discussed in A(2). Encourage the children to consult their dictionaries to determine the noun and verb meanings of the words in the activity. Have the pupils illustrate each meaning in a sentence then have them write out all the sentences.

C(2), (3) might be enjoyed by the pupils. They may work independently or in a group.

PROVIDING FOR INDIVIDUAL NEEDS

1. Creative Writing: Have the pupils create a map. Tell them that it could be any map, such as a treasure map, or a map which leads to the Land Of Oz. Have them draw the map then tell what it leads them to.

2. Handwriting and Speech Practice:

(a) Help the pupils form the individual letters then join them to make consonant digraphs: p, w, t, c: ch, ph, th, ch: therefore, nephew, searched, whole, awhile.

(b) Encourage the children to create tongue-twisters using consonant digraphs: Should she shift the fresh shell fish from the shop's shelf?

3. Phonics: Have pupils complete these activities for extra practice:

- Write these words. Circle the consonant digraphs: cheer, reach, dishes, when, thank, chin, why, bench, fish, quack, shine, this.
- Write a rhyming word beginning with the consonant digraph shown for each of the bold-faced words:
pen: wh__, th__; **lone:** sh__, ph__; **bite:** wh__, qu__; **top:** sh__, ch__.

DICTATION SENTENCES

- Stay **awhile** as I'm in no hurry.
- The **shadow** of the **balloon** overhead was in **motion**.
- Just **ahead** the men **searched** for the lost **pearl**.
- Tomorrow** is the **earliest** that we can correct the **exercise**.
- The soldiers **dread** **foul** play.
- They were given **treatment** for **poison**.
- He had the notion of saying **good-bye**.
- We **therefore** should **rejoice**, no **doubt**.
- Call **aloud** for help.
- A satin **pillow** was the cat's bed.
- My **nephew** will mend the loose **railing**.

ANSWERS

- A**
- search, pillow, ahead, rejoice, aloud, loose; hidden word = **awhile**
 - Answers will vary.

- B**
- (1)(a) pillow, shadow, tomorrow (b) doubt, foul, aloud (c) pearl, earliest, search (d) dread, ahead (e) balloon, loose
 - awhile, nephew, search, therefore**
 - balloon, pillow, poison, therefore, tomorrow, rejoice
 - (a) searched, searching; poisoned, poisoning; dreaded, dreading; motioned, motioning; doubted, doubting; treated, treating (b) rejoiced, rejoicing; loosed, loosening; exercised, exercising; caused, causing
 - (a) lotion, motion, potion (b) goose, moose, noose (c) treat, bleat, wheat

C

- (1), (2), (3) Answers will vary.

- Write the LIST WORDS that end in
loon low son ore
row ice

Word Builder

- Meet some new words. Add **ed** and **ing** to

search	motion
poison	doubt
dread	treat

rejoice	loose
exercise	cause
Remember to drop the silent -e.	

- Change
(a) n in notion to l, m, and p (c) tr in treat to bl, pl, wh
(b) l in loose to g, m, and n

C

WORD WIZARD

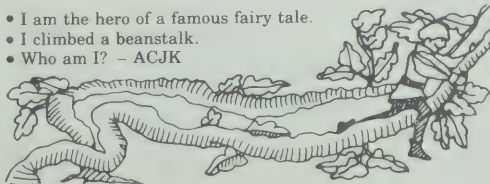
Many words can be used as nouns or as verbs:
The miners are filled with dread. (n.)
The miners dread foul air. (v.)

- Use the following words in sentences as nouns and as verbs:
(a) exercise (c) search (e) poison
(b) shadow (d) doubt (f) motion
- Use LIST WORDS to build Word Ladders. Give yourself 5 points for each word you use. Make your ladders as long as you can. Begin like this:

L
O
O
E
X E R C I S E
E

- Write three Who Am I riddles using the names of TV stars, hockey players or other famous people. Mix up the letters in the names and write them beside the clues.
For example:

- I am the hero of a famous fairy tale.
- I climbed a beanstalk.
- Who am I? - ACJK



UNIT 6

6

1	laid // glory wrist width depth	length scale flame total elect	waist grief cheap faint kite	roam meant crept burnt tries
2	niece cause broad layer haul	deaf aloud pearl loose respect	foul ahead dread autumn breath	faulty coarse indeed speech soul
3	height tablet riding provide behave	riddle hammer honest cement parcel	nephew straight pillow motion notion	debt balloon wrapped forgotten bleeding
4	poison rejoice earnest ability natural	memory accept shadow comfort enemy	private search believe mailing degrees	unknown weather wealthy worried cousins
5	healthy nervous serious succeed meanwhile	numerous beginning arranged different difficult	squirrel afterwards exercise earliest throughout	therefore request treatment awhile addressing

CHECK-UP

1. Make a list of your corrected spelling mistakes for Units 1 to 5. Study your personal list and decide why you made the mistakes. Are you spelling words as they sound without checking to see what letters actually represent these sounds? Sometimes, a memory game will help.
For example, to remember pearl, think of a person who wears pearl earrings.
Try to use memory games like this with words that cause you trouble.
2. Design a crossword puzzle using as many words from your personal problem list as you can, or
3. Use each word from your problem list in a sentence which shows its meaning.

OBJECTIVES

- Review
- Doubling Final Consonant

Note: Activities in this Review Unit may be completed in four teaching periods.

SKILLS REVIEWED

WORD MEANINGS

Synonyms	A(1)
Antonyms	A(2)

PHONETIC ELEMENTS

Long vowel sounds	B(1)
Short vowel sounds	B(1)
Special vowel sounds	B(1)

DICTIONARY SKILLS

Diacritical marks	B(4)
Word breaks	B(6)

STRUCTURAL ANALYSIS

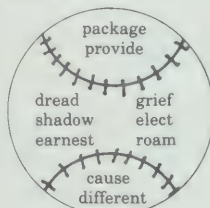
Syllables	B(6)
Affixes	B(3), B(5)

A

WORD WISE

- Find and write the words at the left which are synonyms of words in the ball. Write the words in pairs.

unlike
wander
choose
reason
fear
shade
sorrow
serious
supply
parcel



- Find and write the LIST WORDS which are antonyms of

fine	spring	doubt
pure	public	depth
poor	latest	perfect
sick	niece	misery

B

WORD WATCH Word Detective



- The Case of the Two Vowels Together
 Find the LIST WORDS which have
 (a) -ō written oa (Group 1)
 (b) -ē written ie and ea (Group 1)
 (c) -ā written ai (Group 1)
 (d) -ó written oa and au (Group 2). Find five words.
 (e) -ē written ea (Group 2). Find four words.
 (f) -oy as in boy written oi (Group 4). Find two words.

Word Builder



- Some words double the final consonant before adding an ending.
 (a) Add en to forgot, bit, flat, hid.
 (b) Add ing to begin, parcel.
 (c) Add ed to wrap, total.
- (a) What happens to these words when ing is added?

scale	flame	provide	exercise
cause	behave	rejoice	ride

 (b) Write the new words.

ANSWERS

A

- (1) unlike — different; wander — roam; choose — elect; reason — cause; fear — dread; shade — shadow; sorrow — grief; serious — earnest; supply — provide; parcel — package;
 (2) fine — coarse; pure — foul; poor — wealthy; sick — healthy; spring — autumn; public — private; latest — earliest; niece — nephew; doubt — believe; perfect — faulty; depth — height; misery — comfort;

B

- (1)(a) roam (b) cheap, grief (c) laid, waist (d) cause, broad, haul, autumn, faulty (e) deaf, ahead, dread, breath (f) poison, rejoice
 (2)(a) forgotten, bitten, flatten, hidden (b) beginning, parcelling (c) wrapped, totalled
 (3)(a) The silent -e is dropped.
 (b) scaling, flaming, providing, exercising, causing, behaving, rejoicing, riding
 (4)(a) mean, creep, deep, wide (long)
 (b) meant, crept, depth, width (short)
 (5)(a) 10:10 — mislaid (b) 4:00 — dishonest (c) 6:05 — unnatural (d) 3:20 — disability (e) 11:20 — disrespect (f) 10:40 misbehave (g) 7:05 — unknown (h) 9:05 — unwrapped
 (6)(b) rid — dle, wor — ried, ad — dressed, ac — cept, suc — ceed, ar — ranged, pil — low, squir — rel, ham — mer

C

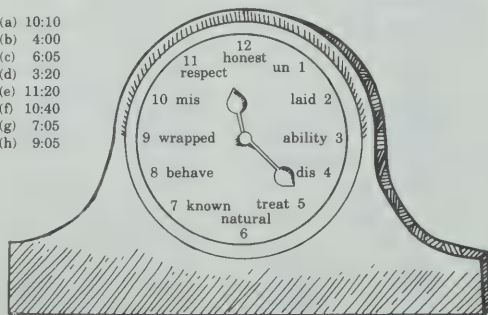
- (1) Answers will vary.

4. (a) Mark the vowel sounds in
mean creep deep wide
(b) Write the LIST WORDS formed from these words and
mark the vowel sounds. (Look in Group 1.)

5. The Prefix Clock

The hands of the clock spell out new words at certain times of the day. Write the new words that are spelled at

- (a) 10:10
(b) 4:00
(c) 6:05
(d) 3:20
(e) 11:20
(f) 10:40
(g) 7:05
(h) 9:05



6. (a) Turn to the SPECIMEN DICTIONARY and look up
balloon. Notice that the break in the two syllables comes
between the double consonants.
(b) Using the same pattern, write these words in syllables:
- | | | |
|--------|----------|-----------|
| riddle | worried | addressed |
| accept | succeed | arranged |
| pillow | squirrel | hammer |
- (In addressed and arranged the e in ed is silent.)



C

WORD WIZARD

1. Some words can easily be turned into word pictures.
For example:



Make word pictures for at least six LIST WORDS and at least
five words of your choice not on the list.

PROVIDING FOR INDIVIDUAL NEEDS

Phonics: Have the pupils complete these activities:

- Write three words for each of the following vowel sounds: **short -a**, **short -e**, **short -i**, **short -o**, **short u**.
- Write three words that rhyme with each of these: **twine**; **came**, **tote**, **read**, **cute**.

WORDSHOP Careers

This Wordshop is aimed at developing in children an awareness of various types of careers. As an introduction, discuss the roles of the various workers in the picture and get the children to relate them to the list of useful words. In your discussions, get the pupils to see that traditionally some careers were only taken up by men and others by women. Encourage them to see that both men and women are now doing the same kinds of work.

Activity 1: Have the pupils also write definitions for **work**, **employment** and **job**. Get them to report the similarities and differences in the three terms.

Activity 2: Have the pupils talk about the factors that will cause them to maintain or change their choices.



Careers

Some words you might want to use:

career	profession	success
university	trade	satisfaction
college	apprentice	employment



1. Look up the word **career** in a dictionary and write a definition in your own words.
2. What kind of career would you choose for yourself? Write a paragraph explaining your choice. Put your paragraph in a sealed envelope; read it six months from now, then a year from now.
3. (a) Make a chart like this:

Name	Present Position	Years of Experience	Previous Jobs
------	------------------	---------------------	---------------

- (b) Interview adults that you know (parents, neighbours, relatives) and fill in your chart with information about their careers.
4. Borrow the **HELP WANTED** section of a newspaper. Write down the names of six different types of jobs you find. Pretend you are applying for one of the jobs. Write a letter of application. Remember that the employer will judge you by your letter.

29

Activity 3: After the children have collected the information, you may have them organize their findings in whichever way is convenient to them. For example, graphing, report writing, or taking two jobs and comparing them from facts obtained from the survey are ways of organizing information.

Activity 4: You may want to review how to write a letter of application for a job. Provide pupils with a variety of **HELP WANTED** ads and let them read about as many positions as possible. What factors will cause them to choose one job over another? After they have written their job applications you may display them with the **HELP WANTED** ad for which they were written.

The following may be used as extensions of the **WORDSHOP** activities.

- (a) Jobs may be classified into various categories, such as **old** and **new**, service-oriented and product-oriented, white collar and blue collar, etc.
- (b) Have the children make a list of ten jobs that are essential and rate them in importance from one to ten. Conversely, have them rate the ten least important jobs.
- (c) Let the pupils describe a career that they think will provide them with fun and fulfillment. Let them tell why it will.
- (d) Encourage the children to think about "non-jobs" or "non-careers", such as the inspector general of cloud watching, or the chief sharpener of used toothpicks, or the painter of leaves in autumn. Have them write about these jobs and draw pictures of them.

UNIT 7

IDEAS FOR PRESENTATION

This Unit contains words with a variety of spelling patterns, many of which have been in previous Units. Give special attention to the following List Words, using the study steps on page 15 of the pupils' texts: **sword** — silent **-w**; **expert** — the spelling of the **-ecks** sound; **peaceful** — the silent **-e** after **c**; **pumpkin** — the sounding of the second **p** assists spelling; **dairy** — the spelling of the vowel sounds. Silent letters in the words in this unit may give difficulty — **gh** and **e**. The words **weight**, **freight**, **taught**, **ghost** all have **gh**. The **g** is sounded

in **ghost** but it is **silent** in others. List other words with **gh** spellings, asking pupils to suggest others; they will find some in the preceding word lists and will be able to think of others themselves. **Violin** may prove difficult since the **io** looks like a single vowel sound. Study **conversation** by breaking it down into syllables.

OBJECTIVES

- Memory Tricks
- Review of Syllabication Rules
- Suffix **-ly**
- Adjectives

Note: A test-study-test approach is recommended.

ACTIVITY AIDS

A WORD WISE

A(1) is developed in connection with the use of a **thesaurus**. Have someone locate the words in the thesaurus and for each, list the synonyms given. From these let the pupils identify the List Words. Get the children to see that there are shades of differences between the various synonyms given for a word. Develop this by having them make sentences using the synonyms and indicating any recognizable differences in the meanings of the sentences. If a thesaurus is not available you may have the pupils supply those synonyms for the words from their experience of their uses.

A(2) In previous Units, pupils were shown how memory tricks can be useful in helping them remember the hard parts of words. As the students write the phrases, let them underline the parts of each pair of words that are common. Get them to tell how this could help them to remember the words.

B WORD WATCH

The Word Watcher introduces some generalizations to guide pupils in dividing words into syllables. Tell the pupils that syllabication of words usually follows the sounds of words and that studying a word by syllables may help them both in spelling and pronunciation. Go through the points one by one with the children and make sure they understand them.

B(1) Demonstrate on the board how the children are to complete this, then have them continue on their own.

B(2) The **Suffix Spinner** is used to demonstrate the addition of **ly** to root words. Let a student explain how the Suffix Spinner works then have the pupils work on their own.

B(3) gives the children practice in writing words formed from the root **four**. Note that, in the items in

7

weight	wicked	rapidly	expert
freight	peaceful	married	explode
ghost	pumpkin	conversation	select
dipped	friendship	fortune	fourth
sword	violin	carried	taught

And don't forget:

carrying quarter arithmetic dairy

A

WORD WISE

- Write the LIST WORDS that are synonyms of

riches	spirit	quickly
talk	burst	specialist
- Here are some phrases that will help you to remember the hard parts of **ghost**, **fourth**, **forty**, **dairy**, **quarter**, **sword**. Write each phrase.

• a host of ghosts	• words for swords
• the fourth hour	• part with a quarter
• forty forts	• air in the dairy

 Memory tricks can improve your spelling.

B

WORD WATCH



You can learn to spell longer words more easily if you divide them into syllables. Here are some guides to help you:

- A syllable must have a vowel sound.
- Some vowels, e.g., silent **-e**, do not have a vowel sound.
- A prefix or a suffix usually forms a separate syllable, e.g., **trans mit**, **round ed**.
- A consonant digraph is usually not divided, e.g., **fa ther**, **a shamed**.
- Words with a vowel-consonant-consonant-vowel (VCCV) pattern are usually divided between the two consonants, e.g., **bal loon**, **pur pose**.
- Words with a vowel-consonant-vowel (VCV) pattern are usually divided after the first vowel, e.g., **ra dar**, **to tal**.
- Words are divided between sounded vowels, e.g., **po et**, **li on**.
- A syllable may be only one vowel, e.g., **ra di o**, **i de a**.

which $\frac{1}{4}$ is used, the children may write "one fourth" or "quarter". After they have completed the activity, develop this list of words: **four, fourth, forty, fourteen**. Have the pupils pay particular attention to **forty**. Refer to the memory trick "forty forts" in A(2).

C WORD WIZARD

C(1) Use the example sentence to point out to the children that the adjectives chosen to use with a noun must add sense to the meaning of the thought without exaggerating it. Encourage them to select the nouns from the List Words and use suitable adjectives to describe them. Some of these could be incorporated into written sentences.

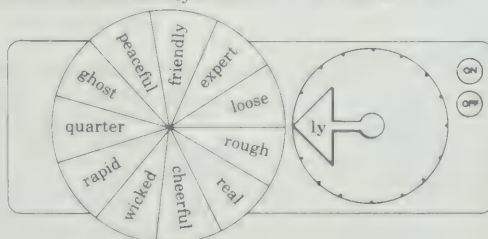
1. Refer to the guide. Divide the words below into syllables and put the syllables in a chart like this:

pumpkin peaceful select expert violin	wicked carried conversation enable friendship	WORDS SYLLABLES			
		1	2	3	4
		balloon	bal	loon	
		idea	i	de	a
		arithmetic	a	rith	me tic



Word Builder

2. As the Suffix Spinner points to each word on the dial, a new word with the suffix **ly** is formed. Write each new word.



3. Word Math

Write the answers in words:

- (a) $\frac{1}{4}$ of 160 = (c) $8 + 6 =$ (e) After 3rd comes
(b) $4 + \frac{1}{4} =$ (d) $40 + 4 =$ (f) $1 \div 4 =$

C

WORD WIZARD

1. Study these sentences:
 - The student carried a violin.
 - The careless student carried a new, shiny violin.

(a) Which sentence gives more details about the student and the violin?
(b) Which words in the sentence add these details?

Words which add more details to a noun are called adjectives.

2. Write sentences in which you use interesting adjectives to describe each of these nouns:
(a) ghost (b) sword (c) dairy (d) fortune



PROVIDING FOR INDIVIDUAL NEEDS

1. Creative Writing: In this activity challenge the children to collect a list of words to use with the topic "ghosts". Guide them to think of words that name ghosts, describe ghosts, tell how ghosts move, tell about sounds associated with ghosts, tell about feelings associated with ghosts. They may list these words randomly, or arrange them to form an outline of some symbol associated with ghosts. You might want some pupils to incorporate their words into ghost stories.

2. Phonics:

1. Have the children use the words below to make up a chart with these headings: **Word, Vowels Together, Vowel Sound Heard, Silent Vowel.**

Reach, real, boat, roast, whoa, wait, heal, rain, cream, pea, peach, please.
2. Listen to the **-er** sound in these words. Circle the letters that make the **-er** sound: jerk, dirt, burn, her, shirk, curl, term, urn.

DICTATION SENTENCES

1. Carrying the **pumpkin** to the **dairy** was an easy task.
2. After the **fourth** trip, the **conversation** turned to **ghosts**.
3. When a **quarter** of them were **carried** the student **selected** some of lighter **weight**.
4. The **expert** flier **dipped** the wing of his plane.
5. **Rapidly** the **freight** was moved into a **peaceful** area where it would not **explode**.
6. The **violin** is worth a **fortune**.
7. That **married** couple had a long **friendship** with my parents.
8. The **wicked** man drew his sword.
9. The teacher **taught** us the new **arithmetic**.

ANSWERS

A

(1) riches — fortune; spirit — ghost; quickly — rapidly; talk — conversation; burst — explode; specialist — expert

B

(1) Syllables

1	2	3	4
pump	kin	—	—
peace	ful	—	—
se	lect	—	—
ex	pert	—	—
vi	o	lin	—
wick	ed	—	—
car	ried	—	—
con	ver	sa	tion
en	a	ble	—
friend	ship	—	—

- (2) peacefully, ghostly, quarterly, rapidly, wickedly, cheerfully, really, roughly, loosely, expertly, friendly
(3) (a) forty (b) four and one fourth (quarter) (c) fourteen (d) forty-four (e) fourth (f) one fourth

C

(1) Answers will vary.

UNIT 8

OBJECTIVES

- Opposites
- Adverbs

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Several of the words in this Unit have irregular vowel sounds. Pupils should be encouraged to identify the irregularities in the List Words as they are read. Make lists of the words on the chalkboard as they are selected for particular study. Group them according to the type of problem. These words should be studied for irregular vowel sounds: **govern** — the consonants are phonetic but the **o** has the sound of **short -u** and the **er** is unaccented as in **her**; **beauty** — the consonants give the expected sounds but the **eau** gives the **long** sound of **-u**; **busily** — the

consonants are all heard but the **u** gives the **short** sound of **-i**, as well as the **i** and the **y**. Then draw attention to the words with silent consonants:

- **raspberry** — the **p** is silent; have pupils check their dictionaries for the pronunciation.
- **trophy** — the **-f** sound is spelled **ph**; **y** is a **vowel**.
- **rhyme** — the **h** is silent; **y** is also a **vowel**.

Encourage the pupils to consult a dictionary for the correct pronunciation.

ACTIVITY AIDS

A WORD WISE

A(1) Have the pupils complete this during the presentation of the words. In addition to the antonyms, they could also suggest synonyms for all the words in the activity. Challenge them to verify their suggestions by consulting a thesaurus.

A(2) could be completed at the same time as **A(1)**.

B WORD WATCH

B(1) calls for the identification of multisyllabic words, words with various vowel sounds, words with **-z** sound spelled **s**, and words with **-f** sound spelled **ph**.

B(2) reviews the addition of suffixes **ly**, **ing**, **ed**, **ment** and **es** to words. This is a good time to review the rule of dropping the final **e** before the addition of a suffix beginning with a vowel (**move** + **ing** = **moving**), and the changing of **y** into **i**, in words ending in a consonant and **y** (**study** + **es** = **studies**). The activity may be taken up orally with the children. Point out to them the effect of the suffixes **ly** and **ment** in the changing of the function of the word. Remind the pupils that **ly** is usually an "adverb maker" while **ment** is a "noun maker".

B(3) deals with the addition of prefixes **im** and **un** to root words. Write these sentences on the board and have the pupils study them: (a) The **lighted** hallway was crowded with people. (b) The **patient** child waited for her mother. Challenge the pupils to change the structure of the words in dark print so that they are opposite in meaning. Add the prefix **un** to **lighted** and **im** to **patient**. Get the children to tell the meaning of each prefix (**Unlighted**

8

costume	trophy	govern	moving
amuse	habit	merrily	probable
traffic	improve	busily	defeat
safely	hurried	raspberry	studying
rhyme	limit	possible	companies

Remember:

Beauty Tuesday Wednesday

A

WORD WISE

- Write these sentences, replacing the underlined words with LIST WORDS that are opposite in meaning.
 - Our costumes will bore the children.
 - The traffic was standing still.
 - The small dog trotted sadly along the trail.
 - The victory affected every player on the team.
 - The pilot flew the plane dangerously.
- Find LIST WORDS to answer these riddles. Write them.
 - How do ants go about their work?
 - What do our leaders do?
 - What is said to be only "skin deep"?
 - What is the furthest you can go?
 - We can often break a bad one.



B

WORD WATCH Word Detective



- Some of the LIST WORDS are wanted for questioning. Use the clues to find them.
 - This word looks as if it has three syllables, but it has only two.
 - These four words have a long **-u** sound.
 - These two words have an **-oo** sound.
 - These two words have a short **-u** sound spelled **o**.
 - This word has a short **-i** sound spelled **u**.
 - These six words have the **-z** sound written **s**.
 - This word has the **-f** sound spelled **ph**.

means "not lighted" and **impatient** means "not patient"). What do **unsatisfied** and **impure** mean? Have the pupils work at the activity independently.

C WORD WIZARD

The Word Wizard reviews the function of the adjective as modifying nouns and that of the adverb as modifying verbs.

C(2) Use the following sentences to develop the uses of adjectives and adverbs: (a) The enraged coach angrily shouted at the players. (b) A cold wind blew sharply from the north. (c) My old grandmother slowly climbed the stairs. (d) The chilly campers huddled awkwardly around the fire.

PROVIDING FOR INDIVIDUAL NEEDS

1. Creative Writing: Many of the students would have heard of the Paul Bunyan tall tales. Tell the pupils that such tales are funny stories that are not really true or are highly exaggerated. Create a tall tale character. Who is he or she? What kinds of exceptional things can he or she do? Write about the exploits of your character.

2. Handwriting and Speech Practice:

(a) Give the pupils time to practise joining **r** to **r**. Help them write these

words correctly: hurried, raspberry, merrily, married, barrel, carrot, herring, correct.
(b) Have the children create tongue-twisters using long vowel sounds: Each seal feasts on a cheap peach. They might use words such as these: coach, coal, coast, coat, croak, cries, die, dried, fry, lie, pie, main, male, made, may.

DICTATION SENTENCES

1. They worked **busily** to improve the **costume**.
2. On **Tuesday** and **Wednesday** we were **studying** art.
3. The police keep the **traffic moving** whenever **possible**.
4. Her **habit** of making **rhymes** **amuses** him.
5. It is **probable** that the **raspberries** are selling rapidly.
6. He was **hurried** safely across the street.
7. This is the **limit** of the country that he **governs**.
8. The birds sing **merrily** in the afternoons.
9. Possibly the **companies** will **defeat** his plan.
10. She is a lady of great **beauty**.
11. The **trophy** sits on the shelf.

ANSWERS

- A**
(1)(a) Our costumes will amuse the children. (b) The traffic was moving. (c) The small dog trotted merrily along the trail. (d) The defeat affected every player on the team. (e) The pilot flew the plane safely.
(2)(a) busily (b) govern (c) beauty (d) limit (e) habit

- B**
(1)(a) Wednesday (b) costume, amuse, beauty, Tuesday (c) improve, moving (d) companies, govern (e) busily (f) amuse, busily, companies, Tuesday, Wednesday, raspberry (g) trophy
(2)(a) possibly, probably (b) moving, amusing, rhyming, improving (c) amusement, government, improvement (d) busily, merrily (e) hurried, married, carried, studied (f) companies, studies, raspberries (3) impossible, improbable; unsafe, undefeated, unlimited

- C**
(2) Answers will vary.



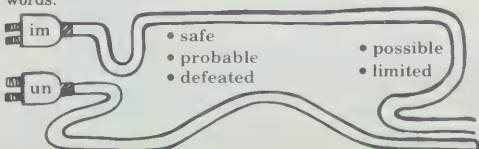
Word Builder

2. Word Math

Add the suffix shown for each group. Be prepared to explain how you added the suffix.

- | | |
|-------------------|------------------|
| (a) possible + ly | (d) busy + ly |
| (b) move + ing | (e) hurry + ed |
| amuse + ing | marry + ed |
| rhyme + ing | carry + ed |
| improve + ing | study + ed |
| (c) amuse + ment | (f) company + es |
| govern + ment | study + es |
| improve + ment | raspberry |

3. Make the connection. Plug in the correct prefix. Write the new words.



C WORD WIZARD

1. Read these sentences:
(a) The squirrel hunted for nuts.
(b) The busy squirrel hunted for nuts.
(c) The busy squirrel hunted eagerly for nuts.
Notice that in sentence (b) an **adjective** describes the **noun**, squirrel.
The new word in sentence (c) describes **how** the squirrel hunted and is called an **adverb**. It describes the **verb**.

Words that describe verbs are called adverbs.

2. Improve the following sentences by adding adverbs which tell **how**:
(a) The old chief governed for many years.
(b) Carol hurried to school.
(c) The sword hung over the doorway.
(d) The raspberries ripened in the warm sun.
(e) The baby laughed at her brother.



UNIT 9

OBJECTIVES

- Word Origins
- Diacritical Marks
- Rule of Stress
- Adjectives

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

The ability to recognize accented syllables is basic to the application of the **stress rule** for adding suffixes. Present these words to show how, in some words, the first syllable is accented: **blos' som, let' tuce, cen' tral, mu' sic, pur' pose**. Pronounce the words, stressing the first syllable in each. Show by a false pronunciation with the stress on the second syllable, how different the word sounds. Some words have a stress pattern like **omit** (o mit') with the last syllable accented. When these words end in a single consonant preceded by a single short vowel, they double

their final consonant when suffixes are added. The following examples will help to teach this rule:

- (a) **omit, refer, begin**
- (b) **amuse, defeat, divide**
- (c) **limit, answer, reason**

The words in Group (a) have the stress on the last syllable. Their final consonants are doubled when **ed, er** or **ing** are added: **omitted, omitting, referred, referring, beginner, beginning**. Compare the words in group (a) with those in group (c). Group (c) words end in a final consonant with a single vowel preceding, but the stress is on the first syllable of these words. These words do not have their final consonant doubled. Now look at the group (b) words. In these, the last syllable is stressed but the vowel sound is long. There is no need to discuss exceptions to this rule at the present stage.

9

blossom	music	polish	primary
booklet	practice	entry	kindergarten
lettuce	complete	pavement	bluff
engage	purpose	military	omit
central	puzzle	liberty	dazzle

Remember:

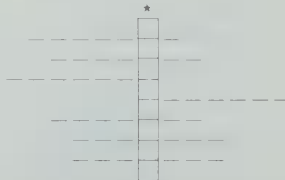
apron junior student

A

WORD WISE

1. Match-A-Word

- A leafy vegetable
- Aim or objective
- Flower
- First, earliest
- Small book
- Freedom
- In the middle
- Entrance



Write a LIST WORD for each meaning. If your answers are correct, the letters under the star will spell a word meaning "finish".

- (a) **Kindergarten** is made up of two German words, *kinder* meaning "children" and *garten* meaning "garden".
- (b) **Primary** comes from the Latin word *primarius*, meaning "first in importance".
- (c) Use a page at the back of your workbook to begin a list of word origins. List each word under its language of origin and use each in a sentence.
- (d) German is the language of Germany. Can you find out from where Latin comes?

B

WORD WATCH



In many words, some syllables are stressed more than others. Your dictionary usually shows the stressed syllable with an accent mark: **puz' zle**.

1. Say these words:

ap ron	mu sic	book let	pol ish
pur pose	let tuce	en try	cen tral

Write them and put in the accent marks.

ACTIVITY AIDS

A WORD WISE

A(1) Have the pupils complete the puzzle as a follow-up to a discussion of the meanings of the List Words. Encourage them to make similar puzzles using other List Words. They may give these to other pupils to solve.

A(2) features the origin of the List Words **kindergarten** and **primary**. The children might be interested in knowing where our words come from. Tell them that English words come mainly from other languages, such as Anglo-Saxon, French, German, Latin, and Greek. Get the pupils to see that many Canadian words come from the Native Peoples. For example, **raccoon** comes from the Algonkian word, **aranthkone**; and **kayak** from the Inuit language. Show the children how some dictionaries indicate the origins of a word.

B WORD WATCH

B(1), (2), (3) The Word Watcher demonstrates the **accent mark** used by a dictionary to indicate stressed syllables. To develop the use of the **accent mark**, write the dictionary respellings of these words on the board: **animal, basin, exception, accident**.

Challenge the children to write out the regular spellings of the words in syllables. Say the words naturally

and have the children listen for the syllable that sounds the loudest or strongest in each and let them circle it. Point out that the dictionary method of showing an accented syllable in a word makes use of the accent mark. It is therefore necessary for them to understand the use of accent marks in pronouncing words properly. Guide the pupils as they complete **B(1), (2)**. Encourage the children to verify their answers in a dictionary.

B(3) Make certain that students understand this important principle: Words ending in a single, short V-C pattern, **stressed** syllable double the consonant before **ed** and **ing**.

B(6) reviews the addition of suffixes **s**, **ed**, **ing**, **ment** and **al** to root

words. You may want to have the children complete this activity orally.

C WORD WIZARD

C(1) Review the function of the adjective as a "describer" of nouns. What things can we describe as dazzling? What can we describe as musical? Have the pupils complete the activity independently.

PROVIDING FOR INDIVIDUAL NEEDS

Handwriting and Speech

Practice:

(a) Help the pupils to form and join

the letter **z** correctly: I was puzzled by the dazzling light. Some zebras zig-zagged across the grazing fields. (b) Have the pupils practise saying these List Words so that the stress falls on the correct syllable: primary, kindergarten, pavement, apron, military, blossom, lettuce, practice, liberty.

DICTATION SENTENCES

1. A music lesson was taught by a student to the **primary** and **kindergarten** classes.
2. The **juniors** **completed** the ball **practice**.
3. **Polish** the **military** boots until they **dazzle**.
4. The terms of **liberty** are in the **booklet**.
5. He made his **entry** by the **central** hall.
6. **Omit** the **purpose** of the **puzzle**.
7. The earth mover has been **engaged** to cut away the **bluff**.
8. **Blossoms** and **lettuces** were all over the **pavement**.
9. This **apron** is cheap enough for a quarter.

ANSWERS

A

(1) lettuce, purpose, blossom, primary, booklet, liberty, central, entry; Hidden word: **complete**
(2)(c) Ancient Rome

B

- (1) a'pron, mu'sic, book'let, pol'ish, pur'pose, let'tuce, en'try, cen'tral
- (2) stu'dent, prac'tice, jun'ior, blos'som, pri'ma'ry, mil'i ta'ry, daz'zle, kin'der gar'ten; A primary stress on the first syllable; a secondary stress on the third.
- (3)(a) o-mit' (Stress on the final syllable) (b) omitted, omitting
- (4) on- apron; or- junior; age-engage; it- omit; pose- purpose; ten-kindergarten, try- entry; ice- practice
- (5) blossoms, practices, polishes, entries
- (6) engages, engaged, engaging, engagement; enters, entered, entering; centres, centred, centring, central; completes, completed, completing; paves, paved, paving, pavement.

C

(1) Answers will vary.

2. Mark the syllables and accent marks in

student	practice	junior	blossom
primary	military	dazzle	kindergarten

 How does your dictionary show the accents in **kindergarten** and **military**?
3. (a) Write **omit** in syllables and put in the accent. Where does the accent fall? Notice that the last syllable follows the pattern (VC) — a single consonant (C) after a single vowel (V). Most words with this pattern double the final consonant before a suffix beginning with a vowel.
(b) Use this guideline as you add **ed** and **ing** to **omit**.

Word Detective

4. Write the LIST WORDS that contain these smaller words:
on or age it pose ten try ice

Word Builder

5. Write the plurals of

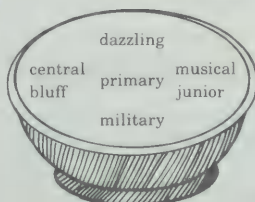
blossom	practice	polish	entry
---------	----------	--------	-------
6. Copy this chart and add **s**, **ed** and **ing** to the root words. Then, as you think about the meanings, add **ment** and **al** to as many of the root words as you can. You may check with your dictionary. Don't write in this book

	engage	enter	centre	complete	pave
s	—	—	—	—	—
ed	—	—	—	—	—
ing	—	—	—	—	—
ment	—	—	—	—	—
al	—	—	—	—	—

C

WORD WIZARD

1. To make Adjective Soup you need adjectives and nouns. Finish the soup by writing a noun with each adjective.



UNIT 10

OBJECTIVES

- Dictionary Definitions, *n.*, *v.*
- The Schwa Sound
- Hard and Soft -c
- Prefixes **con**, **com**, **un**, **dis**
- Proofreading.

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

This Unit contains a number of words containing the two sounds of **c**: **c** spelling the **-k** sound and **c** spelling the **-s** sound. Group the words in the following manner for presentation and development of word meanings: (a) **consent**, **continue**, **capital** (b) **certain**, **centre**, **sentence** (c) **accepted**, **success**, **circle** (d) **among**, **towards**, **combine**. Stress: (a) the single -l in **already** and **although**; the two-word compound **all right**; the **gh** spelling in **although** and **all right** (b) the **long -u** sound in **continue** spelled **ue** as in **true**; the

long -a sound in **contains** spelled **ai** as in **rain**; the two-syllable word **cruel** with both **long -u** and **short e** sounded (**c**) first syllable stressed, second syllable and third syllables having the **schwa** sound in **chemical**.

ACTIVITY AIDS

A WORD WISE

A(1) Review the term "antonym" as meaning "opposite".

A(2) Have pupils find the meanings for **capital** in the SPECIMEN DICTIONARY. Note the meanings on the board. Consult a good dictionary and find additional meanings for the word. How many meanings are found? Which meanings are noun meanings? Which are adjective? Encourage the pupils to see how these various meanings are arranged in the dictionary. In addition to writing sentences using the three meanings from the SPECIMEN DICTIONARY, you may have the children write sentences to illustrate other meanings as developed in the discussion.

A(3) could be developed as an extension of A(2). Refer pupils to Unit 5 for the method used by a dictionary to show parts of speech. The SPECIMEN DICTIONARY will give only a few of the possible noun and verb meanings of the words. You might encourage the pupils to consult their regular classroom dictionary and note all the noun and verb meanings for the words. This gives them a choice of using the meanings from the SPECIMEN DICTIONARY or from other dictionaries for writing their sentences.

B WORD WATCH

B(1) The Word Watcher indicates that compounds of **all** drop one **l**. Have the students read the generalization and study the example word. Have them orally work through the two parts of activity B(1). Point out that the words in part (a) are solid compounds, while that in part (b) is a two word compound.

B(3) Tell the children that the **-s** sound is one of the most common consonant sounds in English. Read the List Words and have the students indicate those in which they hear the **-s** sound. Point out that in some of the words, the **-s** sound is

10

chemical	contains	accepted	already
success	decide	centre	all right
include	capital	cruel	although
consent	sentence	circle	captain
continue	electric	combine	towards

Don't forget:

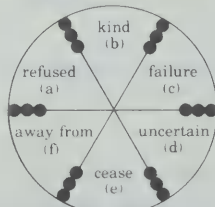
among certain writing

A

WORD WISE

1. Opposite Opposites

Find the LIST WORDS that are antonyms (opposites) of the words on the wheel.



2. Find three meanings of capital in the SPECIMEN DICTIONARY.

Write a sentence for each meaning.

- (a) The LIST WORDS **circle**, **consent**, **centre** can be used as nouns (*n.*) or as verbs (*v.*). Consult the SPECIMEN DICTIONARY and write sentences illustrating each use.
- (b) Find and write three other LIST WORDS that can be both nouns and verbs.

B

WORD WATCH



Compounds of **all** usually drop one **l**.
all together — altogether

- (a) Write the compounds of **all** with **most**, **ready**, **ways**, **though**.
- (b) Write the LIST WORD that is an exception to this rule.

Word Detective

- Do you remember the schwa? The schwa (ə) is the vowel sound that you hear in the unaccented syllables of some words, e.g., **ab sent** = **ab'sənt**. Schwa is a sound, not a letter.



spelled with **c**. Get examples of such words from them. Let them study the other words with **c** and have them discover its **-k** sound. Discuss these two sounds of **c** and review with pupils the following points: **c** before **e**, **i** and **y** has an **-s** sound; **c** before **a**, **o** and **u** has a **-k** sound. Before pupils attempt the activity, give them practice in identifying the sounds of **-c** by dictating the following words: **cooks**, **cow**, **cyclone**, **piece**, **cage**, **centre**, **cycle**, **carry**, **cute**, **cities**, **advice**, **icicle**, **principal**, **Cuba**, **cypress**, **recite**.

B(5), (6), (7) review the addition of suffixes **ful**, **al**, **ly** and **ing** to roots; the forming of opposites using prefixes **un** and **dis**, and identifying

root words in built-up words.

C WORD WIZARD

C(2) Point out the example and work through the definitions with the children. Challenge them to create other rhyming pairs of their own. Give them some help with these: third bird, cool pool, blue stew, gray day, higher flyer, cruel gruel.

PROVIDING FOR INDIVIDUAL NEEDS

Handwriting and Speech Practice:

(a) Give the students handwriting

(a) Say these words:

contain	certain	fountain
obtain	captain	maintain

(b) Write them in syllables and mark the accents. Underline the three words in which the syllable tain has a schwa sound.

3. Read the LIST WORDS containing **c**. Write them in two groups with these headings:

Hard -c (as in cat)	Soft -c (as in fence)
---------------------	-----------------------

Three LIST WORDS will be placed under both headings.

4. (a) Write three LIST WORDS that have the prefix **con**.
(b) Write the LIST WORD that has the prefix **com**.

Word Builder

5. Which of these suffixes can be added to the words in the box? Write the new words.

ful	ly
al	ing

certain	success
centre	accept
continue	electric

Be prepared to tell the meaning of any word you have written. Score 5 points for each new word that uses two of the suffixes.

6. Use the correct prefix, **un** or **dis**, to build opposites of
accepted certain continue decided
7. Write the LIST WORDS that are the roots of
central decision unsuccessfully cruelty
combination electricity circular continuation

C

WORD WIZARD

1. Scramble

How many words can you make from the letters in **chemical**?

2. Rhyming Pairs

What would you call a "mean diamond"? You could call it a "cruel jewel". Notice that the words rhyme, and that each has the same number of syllables.

Write Rhyming Pairs for the definitions below. One word in each pair is a LIST WORD.

- (a) come in at the middle e _ c _
(b) make up your mind to go to the beach d _ s _
(c) stories about battles and wars f _ w _
(d) Make up five Rhyming Pairs and definitions of your own.

37

practice in joining **c** with various vowels — **ce**, **ca**, **cy**, **co**, **cu**, etc.

(b) Have the children make up tongue twisters using the **-k** and **-s** sounds: King Cole cooks cocoa in his cook's kitchen. Please practice this dance with Princess Grace in the palace.

DICTATION SENTENCES

- Although the report contains nothing about the storm, the captain has accepted it.
- Certain chemicals were included.
- Already his success at the centre was known.
- It was all right to combine the oats.
- The cruel winds blew among the trees.
- Will he consent to stay at the capital?
- Continue writing the sentence please.
- We will decide about the electric lights.
- We walked towards the circle.

ANSWERS

- A**
(1)(a) refused — accepted (b) kind — cruel (c) failure — success
(d) uncertain — certain (e) cease — continue (f) away from — towards
(2) Answers will vary.
(3)(a) Answers will vary.
(b) combine, captain, sentence

- B**
(1)(a) almost, already, always, although (b) all right
(2)(a) con tain', cer' tain, foun' tain, ob tain', cap' tain, main tain'
(3)(a) C as in cat: consent, continue, contains, capital, electric, accepted, circle, combine, captain, success; C as in fence: success, decide, sentence, accepted, circle, certain
(4)(a) consent, contains, continue
(b) combine
(5) certainly; central, centring; continual, continuing; successful; accepting; electrical
(6) unaccepted, uncertain, discontinued, undecided
(7) centre, decide, success, cruel, combine, electric, circle, continue.

- C**
(1) Answers will vary.
(2)(a) enter centre (b) decide seaside (c) fighting writing

UNIT 11

OBJECTIVES

- Dictionary Entries
- Derivatives
- Hard and Soft -g
- Agreement of Verb Tense

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Have one group of students read the List Words aloud while the other group listens and notes the soft sound of -g as in **angel**. After, have the group that noted the soft sound of -g, dictate the words they have isolated. Write these on the board. Get the children to see the spelling pattern of the **soft -g** words. They will be able to identify **ge** and **gi** patterns. Have the pupils examine these six words: **progress, figure, grocery, guide, guest, guard**. Get them to see that these contain the hard sound of -g. Now check the rest of the list for other words with g

spellings and discover whether the same rules apply. Notice the **age** words: **message, cottage, bandage, package**.

ACTIVITY AIDS

A WORD WISE

A(1) As the students figure in the SPECIMEN DICTIONARY, get them to classify the meanings into noun and verb meanings. Have them compare the noun and verb uses of the word. Challenge them to go to other dictionaries to find other meanings. Point out that several other List Words have multiple meanings. How many meanings can they find in their dictionaries for these words: **bandage, hedge, guard, manage, package, guide, pledge, carols**. Which meanings are noun, verb or adjective meanings? You may want to have the pupils use the words orally in sentences.

A(2) Demonstrate to pupils that sometimes a part of a dictionary entry deals with the derivatives of a word. Let the pupils locate the entry word and all the other words derived from it. How is each word different from the entry word? What part of speech is each? Let them complete the puzzle for **A(2)**, reminding them that they should not write in their spellers. After the pupils have finished, challenge them to make a similar puzzle using words like **agree, danger, guide**, etc.

B WORD WATCH

B(1) reviews these skills: double consonants, capital letters, and sound of -k.

B(2) calls for pupils to identify List Words with the two words of -g. Review the sounds with these words: **forgot, emergency, orange, giant, gum, bridge, geography, gym, general, gunner, stagnant, caged**. Have the pupils complete the activity independently. The remainder of this section reviews the following skills:

B(3) Adding suffixes **ed, s, es** and **ing** to root words. Remind pupils of the generalizations made about **silent -e** in adding suffixes beginning with a vowel, and about the addition of **s** to words ending in **s** or **ss**.

B(4) Adding **ous, ance, able, ian**

11

message	dangerous	guide	pledge
cottage	engine	guest	agreement
bandage	progress	guard	manage
package	figure	Christ	carols
hedge	grocery	here's	asks

Don't forget:

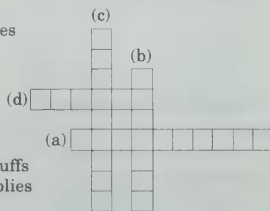
Christmas guessed French

A



WORD WISE

- Find five meanings of **figure** in the SPECIMEN DICTIONARY. Write a sentence for each meaning.
- Many dictionaries list the derivatives, or *various forms* of a word. Use the SPECIMEN DICTIONARY to find the correct forms and derivatives of **grocer** needed to solve this puzzle.



- (a) A self-serve food store
(b) A store for selling foodstuffs
(c) Food and household supplies
(d) One who sells foodstuffs

- Write the LIST WORDS **guest** and **guessed**. Use each word in a sentence.

B



WORD WATCH Word Detective

- Write the LIST WORDS which
 - have double consonants
 - has an apostrophe
 - begin with capital letters
 - has a long -u
 - have a silent -u
 - has the -k sound spelled ck
 - have the -k sound spelled ch
- Write each LIST WORD with **g** under the correct heading:

Soft -g (as in angel)	Hard -g (as in go)
-----------------------	--------------------
 - Underline the letter that follows each soft -g.

and **ment** to root words.

B(5) Writing plurals.

B(6) Adding consonants and consonant blends to words.

C WORD WIZARD

C(1) Point out to pupils that this puzzle is not a true word square. After they have completed it, challenge them to make up others for classmates to solve.

C(2) Take the pupils through the Word Wizard's message. Demonstrate how confused sentences in which verbs do not agree in tense sound by pointing these out:

- While we waited we see a parade.
- Our friends who went away, send me a postcard. Have the children complete the activities on their own.

PROVIDING FOR INDIVIDUAL NEEDS

Creative Writing: Challenge the children to write a letter to a friend telling about his or her plans for Christmas. Remind the children of the proper form of a friendly letter. Which List Words could they use in their letters?

DICTATION SENTENCES

- The **message** was written by a **French officer**.
- Carols** were sung in the church.

3. The **dangerous engine** was driven into the **hedge**.

4. A **package** was left at the **cottage**.

5. **Guide** the **guest** to the store.

6. **Here's** an **agreement** to **manage** the **grocery** store.

7. We **pledge** ourselves to **guard** the **progress** of our country.

8. She **guessed** the **figure** that we had used.

9. **Christmas** Day reminds us of the birth of **Christ**.

10. He **asks** that the **bandage** be removed from his face.

ANSWERS

A

- Answers will vary.
- (a) groceteria (b) grocery (c) groceries (d) grocer
- Answers will vary.

B

(1)(a) message, cottage, progress, guessed (b) here's (c) Christ, Christmas, French (d) guest, guard, guide, guessed (e) package (f) Christ, Christmas

(2)(a) g as in angel: message, cottage, bandage, package, hedge, dangerous, engine, pledge, manage; g as in go: figure, guide, guest, guard, guessed

(3)(a) ask — asks, asked, asking; guard — guards, guarded, guarding (b) guess — guesses, guessed, guessing; progress — progresses, progressed, progressing (c) package — packages, packaged, packaging; bandage — bandages, bandaged, bandaging; guide — guides, guided, guiding; pledge — pledges, pledged, pledging; manage — manages, managed, managing

(4)(a) dangerous (b) guidance (c) agreeable (d) guardian, Christian (e) government, management, agreement

(5) carols, guests, engines, messages, cottages, agreements

(6)(a) stranger, ranger, manager, danger, hanger (b) dredge, hedge, sledge, pledge, wedge

C

(1) Top — guide; Right down — entry; Left down — guest; Bottom — truly

(2)(a) We wanted to sing Christmas Carols but Jean was noisy. (b) While I was away the guests came. (c) The grocer thanked me when I returned the money. (d) I thought the package was dangerous.



Word Builder

- Be careful with silent **-e** and final **ss** as you add the endings to the words below.

- | | |
|-----------|-------------|
| (a) ask | (c) bandage |
| guard | package |
| | guide |
| (b) guess | pledge |
| progress | manage |

ed
ing
s or es

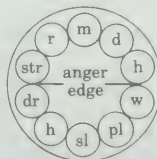
- Add

(a) ous to danger	(d) ian to guard and Christ
(b) ance to guide	(e) ment to govern, manage, and agree
(c) able to agree	

- Write the plural of

carol	guest	engine
message	cottage	agreement

- Dial-a-Word
 - Build new words by adding the initial consonants and blends at the top of the dial, to anger.
 - Do the same with edge, using the consonants and blends at the bottom of the dial.



C

WORD WIZARD

- Can you arrange these five-letter words in a Word Square?

Hint: The last letter of one word begins another.

entry guide guest truly



The meaning of a sentence will be confused if one verb is in the **present** and the other is in the **past**.
For example: "The message come while I waited," should be "The message came while I waited."

- Correct the verbs in the following to make them agree:
 - We wanted to sing Christmas carols, but Jean is noisy.
 - While I am away, the guests came.
 - The grocer thanked me when I return the money.
 - I thought the package is dangerous.

UNIT 12

12

1	ghost habit music guide weight	sword limit entry guest freight	amuse bluff cruel guard capital	rhyme omit hedge select fourth
2	wicked safely defeat possible trophy	violin govern polish probable carols	expert busily dazzle circle central	chemical moving puzzle figure taught
3	pledge married traffic decide liberty	grocery fortune improve centre Christ	pumpkin carried hurried studying lettuce	rapidly explode merrily booklet blossom
4	practice pavement continue captain bandage	complete success contains towards progress	primary include dipped message although	purpose consent already package cottage
5	electric conversation military combine engine	manage peaceful kindergarten all right here's	costume raspberry sentence dangerous asks	friendship companies accepted agreement engage

CHECK-UP

- Update your "Problem Words" list for Units 7 to 11. Look over your list to determine the kinds of spelling errors you are making.
- Crossword puzzles are fun and they help you to learn both the meaning and spelling of words. Use the words on your "problem" list to make a crossword puzzle.

A

WORD WISE

- The prefixes un, dis, in, and im give an opposite meaning to some of the LIST WORDS. Write the LIST WORDS that are opposites of

unmoving	discontinue	unhurried	impossible
unsafely	unmarried	incomplete	improbable

OBJECTIVES

- Review
- Vowel Sound of y
- The Thesaurus

Note: The activities in this review unit may be completed in four teaching periods or as review is required.

SKILLS REVIEWED

WORD MEANINGS

- Antonyms A(1), C(2)
 Matching words with meanings A(2)
 Synonyms A(3), C(2)

PHONETIC ELEMENTS

- Vowel y B(2)
 Vowel digraphs B(3)

STRUCTURAL ANALYSIS

- Syllables and accents B(1)
 Suffixes, prefixes and roots B(6), B(7)
 Words that end with it, al, le B(4)
 Words that end with age B(4)
 Adding ending sion B(5)

LANGUAGE SKILLS

- Use of senses in writing C(1)

ANSWERS

A

- (1) unmoving — moving; discontinue — continue; unhurried — hurried; impossible — possible; unsafely — safely; unmarried — married; incomplete — complete; improbable — probable
 (2) evil — wicked; actively — busily; promise — pledge; heaviness — weight; to rule — govern; skilled — expert

2. Seven six-letter LIST WORDS are mixed up on the lines of the Word Square. The definitions below will help you to find and write them.

evil
actively
promise
heaviness
to rule
skilled

I	C	D	E	K	W
Y	S	I	B	L	U
E	L	G	E	P	D
I	T	W	E	H	G
V	E	O	G	N	R
P	E	T	R	X	E

3. Write each of the LIST WORDS in Group A with a synonym in Group B.

Group A

rapidly
govern
guard
liberty

select
guide
consent
probably

Group B

protect
freedom
choose
rule

likely
quickly
agree
conduct

B

WORD WATCH



If a word has more than one stressed syllable, use a heavy accent mark for the stronger stress, and a lighter mark for the weaker stress.
kin'der gar'ten

1. Use your dictionary as you write these words in syllables and mark the accents.
possibility circle probable kindergarten
continue dangerous primary conversation
Be prepared to tell which words have the schwa sound.

Word Detective



2. The Case of the Vowel y

Write these headings:

y as in sky y as in baby

Find and write the LIST WORDS that belong under each heading.

3. Write the words and underline the letters which represent
(a) the -ē sound in friendship, already, electric
(b) the -ē sound in defeat, agreement, peaceful
(c) the -ā sound in contains, weight, freight, engage
(d) the -ā sound in practice, captain, traffic

(3) rapidly, quickly; govern, rule; guard, protect; liberty, freedom; select, choose; guide, conduct; consent, agree; probably, likely

B

(1) pos'si bil'ity, cir'cle, kin'der gar'ten, prob'a ble, con tin'ue, con'ver sa'tion, dan'ger ous, pri'ma'ry

(2) y as in sky: rhyme
y as in baby: entry, safely, trophy, busily, liberty, grocery, studying, rapidly, merrily, primary, already, raspberry, military.

(3)(a) friendship, already, electric

(b) defeat, agreement, peaceful

(c) contains, weight, freight,

engage

(d) practice, captain, traffic

(4)(a) it: habit, limit, omit; le: circle, probable, puzzle, dazzle, possible;

al: chemical, capital, central

(b) age: bandage, message, package, cottage, manage, engage

(5) explode - de + sion = explosion

divide - de + sion = division

decide - de + sion = decision

(6)(a) successful, peaceful

(b) electrical, practical

(c) dangerous, continuous

(7)(a) peacefully, dangerously, centrally, ghostly (b) merrily, busily,

C

(1) Answers will vary.

(2)(b) mean (c) mild, gentle

4. (a) Look in Groups 1 and 2 for words that end in it, al, and le. Write the words in these groups and underline the endings.
(b) In Groups 4 and 5, find words that end in age. Underline the endings.



Word Builder

5. Figure this one out!

Make

an explosion	a division	a decision
from	from	from
explode,	divide,	decide.

What has happened to the root words? Write a guideline to describe the changes.

6. Make adjectives by adding
(a) ful to success and peace
(b) al to electric and practice
(c) ous to danger and continue
7. Make adverbs by adding ly to
(a) peaceful, dangerous, central, and ghost.
(b) merry, busy, and ready (Change y to i.)

C

WORD WIZARD

1. We use our senses to learn about the world. When we want to communicate what we have found out through our senses, we use words. Words describe sense impressions. Think about the situations listed below. What sights do we see? What sounds do we hear? What feelings or smells do we get? What tastes do we have? Write about one of the following experiences:

- | | |
|----------------------|--------------------|
| (a) A Carnival | (c) A Fire |
| (b) A Spring Morning | (d) A Stormy Night |



A thesaurus is a book that lists words with their synonyms and antonyms. Using a thesaurus can help improve word power in your writing.

2. (a) Turn to the MINI THESAURUS on page 103 of this book. Find the entry for the LIST WORD cruel. Read the synonyms and antonyms listed.
(b) Write the synonym for cruel that you might use to describe an evil king.
(c) Write the antonym for cruel that you might use to describe the calm after a bad windstorm.

PROVIDING FOR INDIVIDUAL NEEDS

1. Creative Writing: Have the pupils create an optic poem. They may select a List Word denoting a concrete object — blossom, booklet, puzzle, apron, etc., or one that names an idea or something abstract — liberty, music, practice, etc. Encourage them to think about physical features suggested by the word. They should then think about other words and ideas that could be associated with the original word. These could then be arranged in such a way as to convey the shape and form of the subject word.

2. Handwriting and Speech Practice:

- (a) Have the pupils practise combining g with other vowels, for example: ge, ga, gu, gy, gi.
(b) Challenge the children to compose tongue twisters with the two sounds of -g. Use this as an example: Gidget the midget broke the bag-gage and luggage.

3. Phonics:

1. Arrange these words into two groups according to the sound of -g: gem, goes, game, page, goat, cage, good, gave, age, gym, dog, gun, Genny, gin.
2. Write the words formed by replacing: (a) gu in guard with h, l, c
(b) gu in guest with b, w, v, t, ch, r, p
(c) gu in guessed with bl, m, pr, dr
(d) h in hedge with sl, w, l
(e) gu in guide with h, w, r, s, sl, br



The Native People of Canada

Some words you might want to use:

society	native	heritage
Eskimo	culture	Inuit
Indian	rights	preservation

Tribal Groups of Canada



1. Research and write the meanings of these words:

Inuit	Indian
culture	Eskimo
heritage	

2. Select one of the tribes or societies above. Use reference books to find out as much as you can about everyday life within that civilization before the arrival of Europeans. You might present your information in an essay, a tape recording, or a chart.
3. Find out about Canadian native people today. Your teacher will tell you where to write to get help. Write a letter asking for information.
4. Make a list of words or place names in Canada that are Inuit or Indian in origin.

43

WORDSHOP The Native People of Canada

In order to make the activities more worthwhile and interesting for the students, collect as much material as you can for use in their research. All of the activities can be undertaken by individual students but you may want to organize the children into small groups.

A good starting point is a discussion of the Word List and the map on page 43. Help the pupils to acquire a working understanding of the words by developing their meaning and usage. Discuss the sources to which they could go for information in developing the various activities. Several skills are necessary if the activities are to be done effectively. The students should be aware of simple research techniques, such as outlining, summarizing, organizing and presenting information. A short review lesson on the skills could be done before working on the activities.

Some extensions that could be added to this Wordshop are:

- (a) Have the children explore the cultures of Canada's Native Peoples through legends, poetry and art. Let students read and listen to Indian and Inuit stories and compare them to the myths of other societies.
- (b) Let them investigate the significance of mask-making, totem pole carving and ceremonial dances as they relate to specific cultural groups.

UNIT 13

OBJECTIVES

- Using the Dictionary
- Contractions and Apostrophes
- Pronouns

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

The first eight words in the list are two-syllable words. Read them aloud, stressing the accented syllable in each. The first syllable is stressed in all of these words.

Study the words **quote**, **squeeze**, **square**, **prompt**, **odd**, **she's** and **weren't**. These are all one-syllable words. The words **bucket**, **bullet**, **closet** all have **et** endings; study these together. The words **quote**, **squeeze**, **square**, **equally**, all have **qu** spellings. The **-j** sound of **ge** is reviewed in **image** and **exchange**. **Closet** and **she's** give the **-z** sound of **s**.

13

foolish	bucket	square	local
useless	bullet	equally	odd
careless	closet	image	fifteenth
reckless	quote	prompt	fifty
stockings	squeeze	exchange	she's

Remember:

weren't giant ugly

A

WORD WISE

- Be a magician. Change a vowel in each word on the left to make a new word with the meaning on the right.
odd to mean "to sum up with numbers"
bullet to mean "a dance"
stocking to mean "piling up"
quote to mean "very"
- Solve this riddle. (You may use a dictionary.)
If **useless** means "without use" and **careless** means "without care," what does **reckless** mean?



- Write two meanings for each of these words without your dictionary. Use the SPECIMEN DICTIONARY to check your answers.

image prompt vision odd

B

WORD WATCH



She's is the contracted form for she is, while weren't is the short form for were not. The apostrophe takes the place of the missing letter.

- Write the short forms for
has not will not here is there is

Word Detective

- Is **et** a trap? Write the three LIST WORDS ending in **et** and underline the endings.
- Here are some clues. Use them to find LIST WORDS.
 - Four words have the sound of **-kw**.
 - Three words have the sound of **-j**, but no **j**.
 - Three words have the sound of **-k**, spelled **ck**.
 - Eight words have double letters.

Review the formal study steps with the class, using some of the more difficult words. Refer pupils to dictionaries for the several meanings of **square** and **odd**. Point out the similarity between **fifty** and **fifteenth**. How will these be written as numerals?

ACTIVITY AIDS

A WORD WISE

A(1) focuses on vowel substitution. Pupils should complete this activity on their own. Challenge them to substitute other vowels to see if they could come up with other "real" words. For example, **i** for **u** in **bullet** will give **billet**; **i** for **o** in **stocking** will give **sticking**. Which other List Word could they use for vowel substitution? Challenge them to find and make clues for others.

A(2) The suffix **less** generally gives the meaning of "without" to the root word. The pupils will readily understand **careless** — "without care" and **useless** — "without use". However, the root word in **reckless** is an archaic word which meant "care". Since that root word is no longer used, the correct meaning for **reckless** is without care or **careless**.

A(3) You may have the children use a variety of dictionaries to check their answers.

B WORD WATCH

B(1) The Word Watcher reviews the use of the **apostrophe** in writing contractions. For additional practice have the children write the following words in contracted forms: I have, let us, we will, it is, would not, should not, they have, she is, he is, you are, they are. Get them to tell which letters the apostrophe represents in each contraction. You may also want to point out the difference between **its** and **it's**; **they're**, **their** and **there**; **your** and **you're**.

B(2), (3) focus on the identification of List Words with the **et** ending, the **-kw** sound, the **soft-g** sound and the **-k** sound spelled **ck**.

B(4) reviews writing plural forms.

B(5) review adding **ly**, **ing**, **ness**, and **ity** to root words. Remind pupils of dropping **final -e** and doubling final consonants.

B(6) Work with the children and get them to see the changes in the

root word **five** as its derivatives are written.

C WORD WIZARD

C(1) focuses on the use of pronouns. To develop this concept, have the children study the following outline sentences, then orally supply the correct pronoun for each:

Jack decided ____ would make the lemonade. (he)
Jack and I decided ____ would make the lemonade. (we)
Sue decided ____ would make the lemonade. (she)
Jack and Bill decided ____ would make the lemonade. (they)

C(2) deals with stress and pauses in speech. Have the pupils practise good speech by saying the phrases

and words so that they are clear and have meaning.

PROVIDING FOR INDIVIDUAL NEEDS

1. Creative Writing: Review the form of the **haiku** poem with the children:
First Line: five syllables;
Second Line: seven syllables;
Third Line: five syllables.
Remind them that a **haiku** poem is a little picture in words about something simple in nature:
The puddle becomes larger
Mirroring the skies.

2. Phonics:

Add **less** to these words: help, spot, seed, thank, faith, fear, aim, sun, taste, shame.

DICTATION SENTENCES

- The **ugly** giant was **fifty** feet away.
- She buys her **stockings** at a **local** store.
- As the gift was **useless**, she **exchanged** it **promptly**.
- It was **careless** to leave the **bullet** in the **closet**.
- We **weren't** **reckless** when we **squeezed** through the fence.
- It is **foolish** to **quote** the **fifteenth** rule.
- The **image** in the glass is **square**.
- Fill both **buckets** **equally**.
- What an **odd** vision **she's** having!

ANSWERS

- A**
(1) odd — add; bullet — ballet; stocking — stacking; quote — quite.
(2) rash, heedless, careless
(3) Answers will vary.

- B**
(1) hasn't, won't, here's, there's
(2) bucket, bullet, closet
(3)(a) quote, squeeze, square, equally (b) image, giant, exchange
(c) reckless, stockings, bucket
(d) useless, careless, reckless, equally, foolish, squeeze, odd, fifteenth, bullet (8)
(4) stockings, images, buckets, closets, giants, squares, bullets, visions
(5) locally, locality; carelessly, carelessness; squeezing; squarely, squareness, squaring; oddly, oddness, oddity; ugliness; promptly, prompting, promptness; recklessly, recklessness; foolishly, foolishness; equally, equality, equalling; quoting; exchanging
(6) five, fifth, fifteen, fifteenth, fiftieth, fifty-five

C

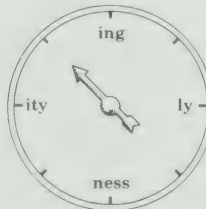
- (1)(a) Sue imagined **she** heard a scream.
(b) **You** were foolish to run.
(c) **We** decided to make lemonade.
(d) The giant was angry, so **he** roared.
(e) When Sam found the jewels, **he** hid **them** in a cave.

4. The words in the box are all singular. Write their plural forms.

stocking	giant
image	square
bucket	bullet
closet	vision

Word Builder

5. Pretend to spin the suffix wheel. When the marker stops at a suffix, try to add it to the words below. If it makes a real word, write the word. Check your dictionary.



local	square	prompt	equal
careless	odd	reckless	quote
squeeze	ugly	foolish	exchange

6. Write the following in words: 5, 5th, 15, 15th, 50th, 55. Underline the hyphenated word.

C

WORD WIZARD

Pronouns are words used instead of nouns in some sentences. For example:
When Henry saw the fire, he sounded the alarm.
The word **he** is a pronoun used instead of the noun, Henry.

- Write these sentences. Underline the pronouns.
(a) Sue imagined she heard a scream.
(b) You were foolish to run.
(c) We decided to make lemonade.
(d) The giant was angry, so he roared.
(e) When Sam found the jewels, he hid them in a cave.
- Here are pairs of phrases that sound almost the same. Say them distinctly.
(a) I scream
ice cream
(b) return a dress
return address
(c) it's I
it's high
(d) teacher
teach her

UNIT 14

OBJECTIVES

- Latin Roots
- Final el and le
- Quotation Marks

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

This Unit focuses on a number of spelling patterns including the **schwa** and -l sound spelled **le** and **el**. Group the words with **le** endings: **ankle, castle, terrible, saddle, bundle, pickle, cradle, kettle, idle**. Then study the words with **el** endings: **hotel, model, towel**. Have the children say the words naturally, listening for the stressed and unstressed syllable in each.

ACTIVITY AIDS

A WORD WISE

A(1) Pupils are asked to build up

the words by adding the missing vowels. The built words are then matched to their opposites. Encourage the children to make up word skeletons using other List Words, challenging other pupils to finish them.

A(2) Pupils should enjoy making scrambled List Words similar to the ones used here.

A(3) focuses on the origin of the words **introduce, produce** and **reduce** from the Latin root *ducere*. Show that many of our words have come from several languages by giving the origin of the List Words in the following chart:

onion — Latin
potato — Spanish
ankle — Anglo-Saxon
castle — Norman
terrible — Latin
saddle — Anglo-Saxon
bundle — Middle English
pickle — Middle English
cradle — Anglo-Saxon
kettle — Norman
hotel — French
defeat — Latin
model — Norman
towel — French
introduce — Latin
reduced — Latin
ninth — Anglo-Saxon
ninety — Anglo-Saxon
stiff — Anglo-Saxon
tax — French
stuff — French
idle — Anglo-Saxon
produce — Latin

B WORD WATCH

B(1), (2) encourage the children to look for structural features of the words in order to identify them. Although B(1) does not go into the **schwa** sound in **el** and **le** words, you may want to point this out to the children. Have them say these words, listening to the vowel sound in the final syllable. This, as mentioned before, is the **schwa** sound.

B(3) The derivatives from the root word **nine** often cause problems in spelling. As the children do the activity, caution them to use care in spelling **ninety, ninth** and **nineteen**.

The Word Building section reviews these skills:

B(4) Substituting initial consonants and blends; adding prefixes.

B(5) Adding suffixes **ed** and **ing** to root words.

14

onion	saddle	hotel	ninth
potato	bundle	model	ninety
ankle	pickle	towel	stiff
castle	cradle	introduce	tax
terrible	kettle	reduced	stuff

Remember:

idle produce defeat

A

WORD WISE

- On the left below are LIST WORDS with the vowels removed. Write the LIST WORDS correctly and match them with their opposites on the right.
Do it like this: ft = fat — skinny.

trrbl	dl	limp	unsaddle
rdcd	sddl	increased	busy
dft	stff	victory	nice
- Unscramble these LIST WORDS and write four things you might find in a kitchen.

wleto	aoottp	tleket	nnooi
-------	--------	--------	-------
- Introduce, produce and reduce come from the Latin word *ducere* meaning "lead" or "bring". The prefixes **intro**, **pro** and **re** add to the meaning of the root. Use each word in a sentence.

B

WORD WATCH

Word Detective



- These three LIST WORDS end in **el**.
 - These nine LIST WORDS end in **le**.
 - Look at the **le** words you have written. Divide them into syllables, as *gen tle*. What vowel sound do you hear in the last syllable of each word?
- | | | |
|------|------|------|
| bun | red | pot |
| prod | sad | |
| on | cast | pick |
| tow | hot | |

The blocks contain little words that are found at the beginning of some of the LIST WORDS. Write the LIST WORDS and underline the little words in them.
- Write these number sentences in words:
 - $9 + 90 = 99$
 - $\frac{1}{9} + 9 = 9\frac{1}{9}$
 - $19 + \frac{9}{9} = 20$

B(6) Adding suffixes **ly**, **ness** and **tion** to root words. Encourage the children to check the dictionary for correct spelling.

C WORD WIZARD

The children will find it much easier to separate the actual words spoken in a quotation from the rest of the explaining words if it is developed as outlined in the Word Wizard section. Draw attention to the cartoon and the words spoken by the two characters. Relate these spoken words to the words in the quotation marks. What takes the place of the balloons? (quotation marks). What takes the place of the pictures? (names of characters). Have the pupils working in pairs develop a

short dialogue and attempt to write it using the punctuation marks instead of balloons. Encourage them to complete the conversation between Nancy and the Professor. Where were they? What were they doing? What kind of animal did they discover? Have them proofread for correct punctuation.

PROVIDING FOR INDIVIDUAL NEEDS

Phonics:

1. Divide these words into syllables: bundle, muzzle, twiddle, wobble, tingle, giggle, jungle.
2. Say these words. Write them and

circle the silent letter in each: knuckle, jostle, wrestle, subtle, nestle, wriggle.

DICTATION SENTENCES

1. Use **onion** in the **potato** soup.
2. The **castle** was **reduced** to rubble in the **defeat**.
3. On the **ninth** day a **stiff** tax was **introduced**.
4. The **hotel** sends the **towels** in a **bundle**.
5. The **saddle** costs **ninety** dollars.
6. The **idle** students did not want to make the **pickles**.
7. He hit his **ankle** on the **cradle**.
8. The **model** brought the **kettle**.
9. They **produce** **terrible** music.
10. **Stuff** the turkey.

ANSWERS

- A**
- (1) trrbl = terrible — nice, rdc = reduced — increased, dft = defeat — victory, dl = idle — busy, sddl = saddle — unsaddle, stff = stiff — limp
- (2) towel, potato, kettle, onion
- (3) Answers will vary.

- B**
- (1)(a) hotel, model, towel
(b) ankle, castle, terrible, saddle, bundle, pickle, cradle, kettle, idle
(c) an kle, cas tle, ter ri ble, sad dle, bun dle, pic kle, cra dle, ket tle, i dle (The sound heard is **schwa**.)
- (2) **bundle**, **reduced**, **potato**, **produce**, **saddle**, **onion**, **castle**, **pickle**, **towel**, **hotel**.
- (3)(a) Nine plus ninety equals ninety-nine.
(b) One-ninth plus nine equals nine and one-ninth.
(c) Nineteen plus nine-ninths equals twenty.
- (4)(a) trickle (b) prickles (c) sickle
(d) reproduce (e) remodel (f) introduce
- (5) idling, saddling, cradling, producing, taxing, modelling, stuffing, defeating; idled, saddled, cradled, produced, taxed, modelled, stuffed, defeated.
- (6)(a) terribly, idly (b) idleness, stiffness (c) reduction, production, introduction

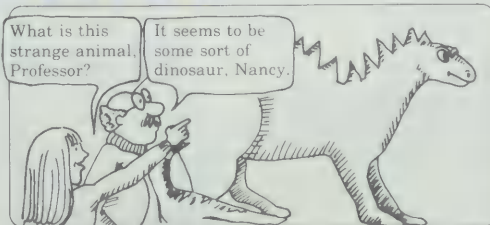
- C**
- (2)(a) "Boil the potatoes in the kettle," John said. (b) The golfer shouted, "Where's the ninth hole?" (c) Mother whispered, "Rock the baby's cradle gently." (d) "My ankle is stiff," the model complained.



Word Builder

4. Solve these Word Math questions:
(a) pickle - p + tr = (d) re + produce =
(b) pickle - p + pr = (e) re + model =
(c) pickle - p + s = (f) produce - pro + intro =
5. Add ed and ing to these words.
(Remember to drop all silent e's.)
idle saddle cradle produce
tax model stuff defeat
6. Add the suffix shown to the words in each group. Check with your dictionary for correct spelling and meaning.
(a) terrible... + ly = (c) reduce... + tion =
idle... + ly = produce... + tion =
(b) idle... + ness = introduce...
stiff... + ness =

C WORD WIZARD



1. Notice the actual words that Nancy and the Professor used in the above cartoon.
Here is how we can write these words if there is no picture: "What is this strange animal, Professor?" asked Nancy. The Professor replied, "It seems to be some sort of dinosaur, Nancy."
Use the correct punctuation when writing quotations. Read the above sentences again and note the punctuation.
2. Write these sentences using the correct punctuation.
(a) Boil the potatoes in the kettle John said
(b) The golfer shouted Where's the ninth hole
(c) Mother whispered Rock the baby's cradle gently
(d) My ankle is stiff the model complained
3. Finish the conversation between Nancy and the Professor.

UNIT 15

OBJECTIVES

- Multiple Meanings
- Silent -b, -k
- -ch Sound Spelled tch
- Writing Descriptions

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Read all the List Words aloud to the class. Stress the pronunciations carefully. Group the words with spelling pattern similarities: **neighbour, eighth, sleigh**. The word **eighth** will require careful study. Point out that the -t sound is heard as well as the -th sound. Then group these **mb** spellings: **thumb, crumb, climbing** — the **b** is silent. The **tch** endings should be studied together: **pitch, sketch, stretch, scratched**.

January is reviewed here to teach **February**. What is the origin of these names? The **kn** spelling is

reviewed in **knock** and **knives**.

Several of the more difficult words should be given individual attention: **receive, separate** and **February** are all reviewed in later grades. In **vision** the -z sound of **s** is heard. The word **receive** should be used to teach the spelling rule for **ei** after **c**. Other words with the same spelling pattern can be introduced as examples: **deceive, conceive, ceiling**. Words with **ie** spellings should also be provided for contrast: **chief, belief, thief, etc.** **Separate** and **February** can both be simplified for study purposes by a false pronunciation, stressing each syllable. Write each in syllables on the chalkboard — **sep ar ate, Feb ru ar y**. Finally, **ninety-four, valentine, program** and **fraction** should all be given special attention.

15

receive	program	fraction	valentine
ninety-four	separate	increase	vision
neighbour	thumb	February	scratched
eighth	crumb	climbing	sketch
sleigh			pitch

Remember:

stretch knock knives January

A

WORD WISE

- Write a synonym for each word.
receive vision increase fraction
- The word **program** is derived from the Latin-Greek *programma*. In early days it was spelled *program*. Later the French spelling programme was used. Today it is spelled both ways.
- Consult the SPECIMEN DICTIONARY to find
(a) two meanings for **sketch** used as a noun
(b) two meanings for **pitch** used as a verb
- (a) Read the entry for **separate** in the SPECIMEN DICTIONARY.
(b) Notice the pronunciation respellings shown in brackets. What part of speech is **separate** when it rhymes with **sit**? What part of speech is **separate** when it rhymes with **plate**?
(c) Write sentences showing the two uses of **separate**.



B

WORD WATCH

Word Detective

- Some of the LIST WORDS need special attention. Below are some clues to help you remember them. Write the words.
(a) ____ and ____ have the -n sound spelled **kn**.
(b) ____ and ____ have the -ch sound spelled **tch**.
(c) ____, ____, and ____ have the -m sound spelled **mb**.
(d) ____ and ____ end with **ary**.
(e) ____ follows the rule, "i before e, except after c".
(f) ____, ____, and ____ have the -a sound spelled by **ei**gh. They do not follow the rule given in (e).
- Write out these problems in words:
(a) $8 + \frac{1}{8} = 8\frac{1}{8}$ (c) $18 + 80 = 98$
(b) $8 - \frac{1}{8} = 7\frac{7}{8}$ (d) $88 - 8 = 80$



ACTIVITY AIDS

A WORD WISE

A(1) Use a thesaurus to develop a list of synonyms for each of the words. Point out to the pupils the differences between the meanings of each. Have the children use selected synonyms in sentences.

A(2) focuses on the origin of the word **program**. Go through the activity orally with the pupils.

A(3), (4) could be extended into a practice session in using the dictionary. Have some students consult a variety of other dictionaries for meanings for the three words. Help them classify the meanings for **pitch** and **sketch** into noun meanings, verb meanings and adjective meanings. Which meanings are given in the SPECIMEN DICTIONARY? Demonstrate the use of diacritical marks to aid in pronunciation in A(4).

B WORD WATCH

B(1) calls for the students to identify words with silent letters; **long -a** spelled **ei**gh, **ei** spelling, and the **-ch** sound spelled **tch**.

B(2) Have the children read out the arithmetic problems orally first, then have them work through the activity independently.

B(3) focuses on writing words in syllables. Have the pupils check with a dictionary if in doubt about the syllabication of a word.

B(4) Have the children look for the

common parts of the pairs of words. This could aid as a memory trick.

The Word Builder section reviews the following skills:

B(5) Adding suffixes to root words.

B(6) Substituting word parts.

B(7) Writing singular forms.

C WORD WIZARD

C(2) challenges the students to write descriptive paragraphs. Have them try to "see" the animal — its shape, size, appearance — and to describe these aspects. In organizing their paragraphs you may have them make an outline, jotting down important facts about each heading. Encourage the children to use descriptive words, phrases and similes which will enable them to write a

vivid image of the animal.

PROVIDING FOR INDIVIDUAL NEEDS

Creative Writing: Have the children write "WANTED" posters, based on a person's good qualities. In writing these posters they might use the description of a classmate, close friend or relative. The posters should attempt an accurate description of the physical features of the person — colour of hair, eyes, shape of head, etc. Some pupils might want to use a drawing or actual photograph of the person.

3. (a) Write these words in syllables.
valentine February January separate
(b) If you wrote these words at the end of a line in your workbook, could you break them with a hyphen? If so, write the word and show the break.
neighbour scratched fraction eighth

4. Pretend that you are a teacher. Underline the letters in these pairs of words that you would want your students to study closely.
(a) separate parts (b) neighbour's sleigh

Word Builder

5. (a) Copy these headings in your notebook:

Root Word	ed added	ing added
-----------	----------	-----------

(b) Copy the words below under the Root Word column.

(c) Complete the chart by adding ed and ing to the root words.

increase	separate	stretch	climb
slam	program	pitch	knock

6. Word Math

- (a) receive — re + de = (c) eight — t + th =
(b) increase — in + de = (d) scratched — scr + h =

7. Write the singular forms of these words:

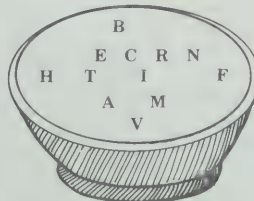
thumbs	eighths	sleighs
sketches	visions	knives



C WORD WIZARD

1. Alphabet Soup

How many words can you write using only the letters in the bowl?



2. Without using the name, write a description of an animal. Use descriptive words and comparisons. Can the other students in the class guess the name of the animal from your description?

49

DICTATION SENTENCES

1. On the **eighth** of **January** we received **ninety-four** valentines to sell.
2. We rode in a **sleigh** to see our **neighbour** in **February**.
3. The runners **scratched** **separate** lines in the snow.
4. The **program** was enjoyed by the parents.
5. Don't cut your thumb with the sharp **knives**.
6. **Pitch** the **crumbs** out to the birds.
7. **Sketch** the boys **climbing** the hill.
8. As you **stretch** the spring it **increases** in length.
9. **Knock** the ice from the steps.
10. Her **vision** is better without glasses.
11. Write 0.25 as a **fraction**.

ANSWERS

A

- (1) to (3) Answers will vary.
(4)(b) sit — adjective; plate — verb
(c) Answers will vary.

B

- (1)(a) knives, knock (b) sketch, stretch, scratched, pitch (2) (c) climbing, thumb, crumb (d) January, February (e) receive (f) neighbour, eighth, sleigh
(2)(a) Eight plus one-eighth equals eight and one-eighth. (b) Eight minus one-eighth equals seven and seven-eighths. (c) Eighteen plus eighty equals ninety-eight.
(d) Eighty-eight minus eight equals eighty.
(3)(a) valentine, February, January, separate (b) neighbour, fraction
(4) Answers will vary.

(5)

Root Word	ed added	ing added
increase	increased	increasing
slam	slammed	slamming
separate	separated	separating
program	programmed	programming
stretch	stretched	stretching
pitch	pitched	pitching
climb	climbed	climbing
knock	knocked	knocking

- (6)(a) deceive (b) decrease (c) eighth
(d) hatched
(7) thumb, eighth, sleigh, sketch, vision, knife

C

- (1), (2) Answers will vary.

UNIT 16

OBJECTIVES

- Guide Words
- **Schwa** Sound
- Compounds
- Newspaper Reports

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Although this Unit contains a variety of spelling patterns, the focus is on compound words. Group the words according to these patterns for presentation. Take the compound words as the first group: everyone, ourselves, newspaper, nevertheless, oatmeal, watermelon. These are all solid compounds. There are also hyphenated compounds: **four-ninths**. These consist of two separate roots, which have not become one word. Finally, there are two-word compounds: **post office**. Compounds often evolve through the stages from two-word

compounds to hyphenated compounds and then to one-word or solid compounds. For this reason dictionaries will vary on which way the words are presented. Have pupils refer to their dictionaries to see whether the treatment of List Words is the same. Have pupils think of some other familiar compound words, for example, **motorcar**, **schoolhouse**, to see how the dictionary presents them.

Now consider the words with **our** endings: **honour**, **favour**, **labour**, **resources**. Since the American spelling (**or**) of the first three words is seen in newspapers, magazines and many books, it should be pointed out to the pupils. This Speller follows the British spellings.

ACTIVITY AIDS

A WORD WISE

A(1), (2) could be completed by the children during the word meaning section of the presentation. You may conduct the activity in a quiz form. Encourage the pupils to make up clues for other List Words.

B WORD WATCH

B(1), (2) focus on the function of guide words in a dictionary. Use the SPECIMEN DICTIONARY and other dictionaries to point out how guide words are useful. Get them to see which guide word on a page refers to the first entry and which to the last. Dictate words for the students to locate, using only the guide words of their dictionaries.

B(3) reinforces the use of the hyphen in writing fractions. Dictate other fractions to give pupils practice here: $\frac{3}{5}$, $\frac{2}{3}$, $\frac{1}{5}$, $\frac{2}{9}$, $\frac{5}{8}$, $\frac{1}{10}$, $\frac{1}{3}$, $\frac{8}{9}$.

B(4) identifies the **schwa** sound in words. Before you direct the children to the activity, remind them that **schwa** is a sound (not a letter) that is heard in some unaccented syllables. Review this concept using these words: **gentle**, **about**, **travel**, **lemon**, **bonus**, **pencil**, **hopeful**, **darker**. Before the pupils attempt **B(4)**, have them say the words and listen for the syllable in which an **-uh** sound is heard. That syllable contains the **schwa**.

B(5) The children are asked to identify words with the following vowel sounds: **our** spelling **-er**, **-ower** and **-or** sounds; **ea** spelling **long** and **short -e** sounds; and **-ur** sound as in **fur**.

16

everyone	honour	orchard	oatmeal
newspaper	favour	happened	wander
watermelon	labour	stepped	suitable
four-ninths	special	viewer	backward
nevertheless	weapon	resources	fitted

Don't forget:

post office ourselves Thursday

A

WORD WISE

- Write the LIST WORDS with these meanings. You may use your dictionary.

(a) a kind act	(d) something used to fight with
(b) unusual	(e) a grove of fruit trees
(c) fitting	(f) supplies
- Write the LIST WORDS that are antonyms of

dishonour	no one	unsuitable	forward
-----------	--------	------------	---------

B

WORD WATCH



- (a) Notice the two words that are printed at the top of each page of the SPECIMEN DICTIONARY. These are **guide words**. They show the first and last entries on that page. Guide words help us to find dictionary entries more easily.

(b) Looking only at the guide words, write the number of the page on which you would find these entries in the SPECIMEN DICTIONARY:

image	vision	odd	capital
-------	--------	-----	---------
- If the following pairs were guide words in a dictionary, which LIST WORD would go in each blank?

(a) holder ____ hood	(d) face ____ fish
(b) sole ____ star	(e) dye ____ eye
(c) start ____ sum	(f) obey ____ ostrich
- Note the spelling of **four-ninths**. Write these fractions in words: $\frac{1}{8}$, $\frac{3}{4}$, $\frac{5}{9}$, $\frac{7}{8}$.

Word Detective

- Write the words below. Say them. Underline the syllable in each word that has a **schwa** sound.

special	weapon	labour	nevertheless
honour	orchard	viewer	backward



B(6) Get the children to explain how the Compound Machine works before you assign them to the activity.

B(7) What other compounds could the pupils make, using **selves** or **every**?

C WORD WIZARD

C(2) Expose the pupils to actual newspaper stories. Get them to find information in these stories that answers these questions: WHO? WHAT? WHERE? WHEN? WHY? HOW? As they read the stories let them also discover the manner in which a newspaper story is written: concise and to the point. Challenge them to write their news stories bearing in mind these points.

PROVIDING FOR INDIVIDUAL NEEDS

1. Handwriting and Speech Practice:

(a) Demonstrate the correct method of joining **our**. Use List Words along with these: sour, pour, four, yours, touring.

(b) Help the children pronounce these words properly: our, sour, scour, power, tower, flower, bower, flour, cower.

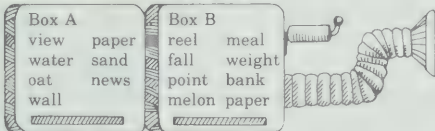
2. Phonics:

1. Write the two parts of these compound words: sunlight, sand-storm, classroom, daytime, camp-fire, snowshoe, flashlight.

5. Find and write these LIST WORDS.
 - (a) In three words, our rhymes with her.
 - (b) In two words, our rhymes with for.
 - (c) In one word, our rhymes with flower.
 - (d) In one word the long -e sound is spelled ea.
 - (e) In another, ea represents the short -e sound.
 - (f) In one word, the ur rhymes with fur.

Word Builder

6. The Compound Machine builds new words by combining smaller words. Add the words in Boxes A and B and write as many solid compounds as you can.



7. The words **selves** and **every** are used to form many compound words.

Build three compound words for each.

- (a) _____ selves (c) _____ selves (e) every _____
 (b) _____ selves (d) every _____ (f) every _____

C

WORD WIZARD

1. Write the compound suggested by each clue.
 - (a) a dog that looks like a bull
 - (b) a spoon for tea
 - (c) a fish that's golden
 - (d) a man that's not rough
2. Read these newspaper headlines:

GIRL RESCUES CHILD

By the way, the girl who rescued the child was a member of the Girl Scouts.

LION ESCAPES FROM CIRCUS

The lion escaped from the circus last night.

STRANGE OBJECT FLIES OVER CITY

Witnesses report a strange object flying over the city last night.

ROUGHRIDERS WIN GREY CUP

The Roughriders won the Grey Cup last night.

Choose one. Write the report as you think it might have appeared in the newspaper. Be careful to include facts that answer these questions:

- What happened?
- Who made it happen?
- When did it happen?
- Where did it happen?
- How did it happen?
- Why did it happen?

2. Write a homonym for each of these words: four, flower, herd, here, raise.

DICTATION SENTENCES

1. On **Thursday** the **newspaper** sold out.
2. The store has **oatmeal**, **watermelon** and potatoes on **special**.
3. **Everyone** climbed the fence **nevertheless**.
4. As a **favour** the children **fitted** the gate to the **orchard** fence.
5. It **happened** when she was at the **post office** door.
6. He **stepped backward** in surprise.
7. Use the **viewer** to look at the pictures.
8. We chose the **weapons** for **ourselves**.
9. Unless **suitable** tires are used the car will **wander**.
10. **Four-ninths** is just less than one-half.
11. He **laboured** to **honour** his country.
12. Canada is rich in natural **resources**.

ANSWERS

A

(1)(a) favour (b) special (c) suitable (d) weapon (e) orchard (f) resources
 (2) honour, everyone, suitable, backward

B

(1)(b) image — 101, vision — 102, odd — 101, capital — 100
 (2)(a) honour (b) special (c) stepped (d) favour (e) everyone (f) orchard
 (3) one-eighth, three-fourths, five-ninths, seven-ninths
 (4) special, weapon, labour, honour, orchard, viewer, nevertheless, backward
 (5)(a) honour, favour, labour (b) four-ninths, resources (c) ourselves (d) oatmeal (e) weapon (f) Thursday
 (6) viewpoint, paperweight, waterfall, watermelon, sandbank, sandpaper, oatmeal, newsreel, newspaper, wallpaper
 (7)(a) ourselves (b) themselves (c) yourselves (d) everywhere (e) everybody (f) everyday

C

(1)(a) bulldog (b) teaspoon (c) goldfish (d) gentleman
 (2) Answers will vary.

UNIT 17

OBJECTIVES

- Comparing Dictionary Definitions
- **er** and **or** of Agency
- Changing **y** to **i**
- Comparisons with Adjectives

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Have the children read through the List Words. Challenge them to classify the words into any groupings they see. Some possible groupings are as follows:

- words with double consonants — **grammar, prettiest**
- one-syllable words — **pour, fix**
- **er** endings — **further, altogether, carpenter, prisoner, easier**
- **ure** endings — **departure, mixture, secure**
- “more” and “most” forms — **prettiest, easier**
- **or** endings — **collector, doctor**

- **ar** spellings — **grammar, argued, barely, garage, carpenter, departure**
- miscellaneous — **fortunate, jacket, service, easily**.

ACTIVITY AIDS

A WORD WISE

This section helps develop the multiple meaning aspect of some of the List Words. Have the pupils complete the activities while the words are being presented.

A(1) Let the children attempt to give meanings for **fix** from their experience. Have them use the SPECIMEN DICTIONARY for verification and find additional meanings in other dictionaries.

A(2) After the pupils have completed writing the meanings for **secure**, let them attempt to give other meanings for the word. Then have them check their answers in the SPECIMEN and other dictionaries.

A(3) Have the pupils discover additional meanings for the words found.

D WORD WATCH

B(1) reviews the use of **er** and **or** as suffixes that denote occupations. Provide pupils with a list of occupations on the board: editor, preacher, conductor, tailor, inventor, painter, speaker. Have the pupils give the meanings of the words. Let them see that each word refers to “a person (or object) who (or which) does something.” Let them read the words, listening to the sound of the final syllable. Get them to see that in each case it represents the **-ar** sound. Point out that since the vowels **e** or **o** in the unstressed syllables are neither long nor short, they represent the **schwa** sound. Lead the pupils to see that the **schwa** and **r** ending referring to a person or thing could be spelled **er** or **or**.

B(3) reviews vowel sounds (**long -a**), consonant sounds (**c** and **s**), and blends and digraphs (**pr** and **th**).

B(4) reviews addition of prefixes **un**, **im**, **in** and **mis**.

B(5), (6) review the addition of suffixes. For **B(5)**, pupils are reminded of the rule of changing **y** to **i** before any suffix except **ing**. Provide extra practice for the children by

17

pour	further	observe	carpenter
fortunate	altogether	jacket	collector
argued	departure	prettiest	fix
barely	secure	easier	easily
grammar			mixture

Remember:

garage service prisoner doctor

A



WORD WISE

- Find three meanings for **fix** in the SPECIMEN DICTIONARY.
Write a sentence for each meaning.
- Read the sentences below, and write a meaning for **secure** as it is used in each sentence.
 - Jack made the boat **secure**.
 - Did you **secure** the gate?
 - We will **secure** tickets for the play.
 Compare your answers with the SPECIMEN DICTIONARY and with your own dictionary.
- Write one LIST WORD for each pair of meanings:
 - a short coat or an outer covering for a book
 - to repair **or** to arrange
 - more distant **or** in addition
 - to note and obey **or** to watch closely

B



WORD WATCH

The suffixes **er** and **or** often denote the name of a person who does a special kind of work.

- Four of the LIST WORDS are names of persons who do something. Find and write them.
 - Change these words to name occupations.

Add er :	observe	pitch	garden
Add or :	invent	sail	investigate
- Write the compound LIST WORD that is made by combining **all** and **together**.

having them add **s**, **ed** and **ing** to these words: **fly**, **try**, **fry**, **cry**, **dry**. You may also have them add **er** and **est** to these root words: **busy**, **jolly**, **happy**, **friendly**, **shiny**.

C WORD WIZARD

C(1) is a review of comparison with adjectives. Guide the students through the activity. Get them to see that when two objects are compared for a certain quality, one object might have "more" of that quality than the other. Point out that in one and two syllable words, instead of using the term "more" with the adjective to describe the quality, we simply add **er** to the adjective. When more than two objects are compared, we add **est**.

PROVIDING FOR INDIVIDUAL NEEDS

1. Creative Writing: Challenge the children to write sentences in which they state a metaphor describing aspects of nature. One child wrote: "The moon is a big, bright, silvery yo-yo which bobs up and down when I nod my head." Have the children write creative definitions for clouds, trees, the sky, rain, the sea, etc.

2. Phonics: Some pupils may benefit from these activities:

1. Write these words in syllables: radio, lion, ruin, dial, poem, idea, giant, polio, cruel, create.

2. Write these words and circle the prefixes: rebuild, exchange, deform.

DICTATION SENTENCES

1. The **doctor** will **observe** the **prisoner**.
2. The man in the **garage** wears a white **jacket**.
3. It is **easier** to **fix** the door.
4. The **carpenter** **easily** made the roof **secure**.
5. The **collector** had the easiest work.
6. It is the **prettiest mixture** of flowers in the show.
7. They **argued** about the time of **departure**.
8. **Altogether**, no **further** progress was made.
9. It was **fortunate** that their **grammar** was correct.
10. This jug is prettier but the other one **pours** more easily.
11. We had **barely** arrived when the storm began.
12. That company performs a great **service**.

ANSWERS

- A**
- (1) Answers will vary.
 - (2)(a) firmly fastened (b) to lock or fasten (c) obtain
 - (3)(a) jacket (b) fix (c) further (d) observe
- B**
- (1)(a) carpenter, collector, doctor, prisoner (b) observer, pitcher, gardener; inventor, sailor, investigator
 - (2) altogether
 - (3)(a) barely (b) service (c) prisoner, prettiest (d) further, altogether (e) mixture, departure, secure (f) easily, easier, prisoner
 - (4)(a) unfortunate, unobserved, uneasy (b) insecure (c) imprison (d) misfortune
 - (5) prettier, prettiest; uglier, ugliest; cloudier, cloudiest; lazier, laziest; healthier, healthiest; shinier, shiniest; hungrier, hungriest; easier, easiest
 - (6)(a) fortunately, barely, securely, easily, prettily (b) argued, bared, fixed, secured, serviced

C

- (1)(a) Of all the players, Terry is the tallest. (b) My dog's hair is longer than your dog's. (c) It also has the sharpest teeth in town.
- (2) Answers will vary.



Word Detective

3. The Word Detective is on the trail of some LIST WORDS. Use the following clues to help him find them:
 - (a) long -a sound with silent -e
 - (b) soft -c as in cent
 - (c) consonant blend pr (Find 2.)
 - (d) consonant digraph th (Find 2.)
 - (e) ure ending (Find 3.)
 - (f) -z sound spelled by s (Find 3.)



Word Builder

4. Complete these Word Additions:

fortunate	(b) in + secure
(a) un + observed	(c) im + prison
easy	(d) mis + fortune



Final y after a consonant usually changes to an i before any suffix except ing.

5. Write the **er** and **est** forms of these adjectives:

pretty	ugly	cloudy	lazy
healthy	shiny	hungry	easy
6. Add
 - (a) ly to fortunate, bare, secure, easy, pretty
 - (b) ed to argue, bare, fix, secure, service

C

WORD WIZARD

1. Study these sentences:

This rose is prettier than that one.
It is the prettiest rose in the garden.
In the first sentence, two things were compared. In the second, more than two things were compared.
Rewrite these sentences, using the correct form of the adjective.

 - (a) Of all the players, Terry is the (taller, tallest).
 - (b) My dog's hair is (longer, longest) than your dog's.
 - (c) It also has the (sharper, sharpest) teeth in town.
2. Write a Book of World Records. Use at least twelve record-breakers, such as:
 - The largest mammal is the whale.
 - The highest mountain is Mt. Everest.

Use pictures to illustrate your list.
Your list might include some silly records, too. Use your imagination.

UNIT 18

18

1	pitch ankle stiff hotel argued	quote model tax thumb easier	local towel stuff crumb she's	odd ninth fix pour pickle
2	labour weapon sketch ninety bucket	barely wander eighth kettle square	honour viewer castle bullet further	favour sleigh saddle fifty foolish
3	fitted prompt terrible special oatmeal	onion potato receive orchard grammar	closet reckless bundle image everyone	vision cradle fraction stepped jacket
4	suitable easily separate equally observe	resources happened increase stockings	altogether scratched introduce secure	mixture February exchange squeeze climbing
5	backward neighbour program collector fifteenth	reduced newspaper departure useless	ninety-four watermelon prettiest valentine	nevertheless four-ninths carpenter careless fortunate

CHECK-UP

- Compare your mistakes in Units 13-17 against the above list. Find out the kinds of mistakes you are making. Update your personal "problem" list.
- Trade problem lists with a partner and test one another. Keep track of your scores.
- Look for patterns in your "problem" words. Sometimes problem words can be remembered more easily if you remember other words that are similar.
 - in spelling: bucket — jacket; sleigh — eighth — neighbour
 - in prefixes: prepare, present, predict
 - in roots: present, consent, resent

OBJECTIVES

- Review
- Syllables
- Writing Limericks
- Wordshop

Note: The activities in this Review Unit may be completed in four teaching periods or as review is required.

SKILLS REVIEWED

WORD MEANINGS

- Multiple meanings A(2)
Meanings in context A(2)

PHONETIC ELEMENTS

- Letter patterns B(2)

STRUCTURAL ANALYSIS

- Syllables C(2), B(1)
Plurals B(3)
Affixes B(4), B(5), B(6)
Numerical forms B(7)

LANGUAGE STUDY

- Writing limericks C(2)

ANSWERS

A

(1)

- stuff — material or cloth; rubbish
- secure — to make firm or safe; to obtain
- saddle — a seat for a rider on a horse; a piece of meat with backbone
- stiff — firm; not easily moved; difficult
- sketch — a short play; a rough plan or drawing



- (1) Answers will vary.

A

WORD WISE

- Here is how we can arrange the verb pitch to show two of its dictionary definitions:

pitch (*verb*)

- to set up
- to throw

Below are five LIST WORDS. Two meanings for each are on the right. Match each word with its two meanings, as the example above:

stuff (*noun*)
 secure (*verb*)
 saddle (*noun*)
 stiff (*adj.*)
 sketch (*noun*)

- a seat for a rider on a horse
- material, cloth
- firm, not easily moved
- a short play
- a piece of meat with backbone
- a rough plan or drawing
- to make firm or safe
- difficult
- to obtain
- rubbish

You can check your answers with a dictionary.

B

WORD WATCH



Remember, you can more easily learn to spell a word if you study it in syllables.

- Select any words that are problem words to you and write them in syllables. Mark the accents and use your dictionary to see if you are correct.



Word Detective

- Seven-letter LIST WORDS are disguised in this letter chart. Unscramble the letters in each line and write the LIST WORDS. Do it like this: ETALMOA - oatmeal

(a) E V R E I C E
 (b) E U F T R R H
 (c) L S E A C I P
 (d) I F O L H S O
 (e) A A G M R R M
 (f) S R E O E V B
 (g) M P O A R G R



Word Builder

- Write the plurals of
 ankle bucket
 hotel jacket
 valentine
 newspaper onion
 orchard

- (2)(a) receive (b) further (c) special
 (d) foolish (e) grammar (f) observe
 (g) program
 (3) ankles, buckets, valentines,
 onions, hotels, jackets, newspapers,
 orchards
 (4) stuffiness, stuffily; uneasy, easi-
 ness, easily, uneasiness, uneasily;
 unquote, misquote, requote, quota-
 ble, quotation; squareness, squarely;
 sketchiness, sketchily; retax, taxa-
 ble, taxation, retaxable, untaxable;
 reviewer; disfavour, favourable,
 favourably, favourableness,
 unfavourable, unfavourably,
 unfavourableness; unsuitable, suita-
 bly, unsuitably; dishonour, honour-
 able, honourably, dishonourable,
 dishonourably; insecure, securely,
 securable, secureness, insecurely;
 unfortunate, misfortunate, fortu-
 nately, unfortunately.
 (5) pitch, pitching, pitched; fix,
 fixing, fixed; receive, receiving, re-
 ceived; observe, observing, observed;
 separate, separating, separated;
 model, modelling, modelled; step,
 stepping, stepped; prompt,
 prompting, prompted
 (6)(a) five — fifteen, fifth, fifty
 (b) eight — eighteen, eighth, eighty
 (7)(a) ninth (b) nineteenth
 (c) fifteenth (d) fourth

C

- (2) Answers will vary.



What new words can you form from the words below? Use the prefixes or suffixes from the boxes.

stuffy easy quote square
sketchy tax viewer favour
suitable honour secure fortunate

5. Using the words below, make a table like this:

Word	Add ing	Add ed
pour	pouring	poured
pitch	receive	model
fix	observe	step
		prompt
		separate

6. Add teen, th, and ty to
(a) five (Change ve to f.) (b) eight (Drop t.)
7. Add th to
(a) nine (Drop e.) (c) fifteen
(b) nineteen (d) four

PROVIDING FOR INDIVIDUAL NEEDS

Handwriting and Speech Practice:

(a) Give the children practice in combining **er** and **or** at the end of words: **baker, banker, anchor, doctor, conductor.**

(b) Have the pupils practise saying the sound of **er** as pronounced in these words: robber, thunder, cobbler, gambler, barometer, thermometer, muffler, peddler.

(c) Provide practice for the students in joining the letters **el** and **le** to other letters: hotel, candle, bramble, bundle, towel, kettle, uncle, nickel, ankle.

WORDSHOP People Who Came to Canada

This Wordshop, like the one preceding it, deals with the Social Sciences. The pupils could discover very much about the concept of multiculturalism from the activities it contains. Begin by helping the students acquire meaning for the words in the vocabulary list. Try to get them to use the words in context. Encourage them to use the dictionary if they are unsure of the meaning of a word. Discuss the picture with the students. What does it tell us about Canadian society? How does it help us understand the word "multiculturalism"?

Activities 1 and 2 deal with words. For Activity 1, tell pupils that many

C

WORD WIZARD

1. Have you ever tried writing limericks? Here is the Word Wizard to help you!



Limericks are short, witty poems with five lines. They usually follow a set pattern. Lines 1, 2, and 5 rhyme. Lines 3 and 4 rhyme.

Notice the number of syllables in each line in this limerick.

- 1: There once was a smart girl named Mary, (9 syllables)
2: Whose pet was a giant canary. (9 syllables)
3: Though she bought lots of seed, (6 syllables)
4: Not one cage did she need — (6 syllables)
5: Since cats found the birdie quite scary. (9 syllables)
2. Find more limericks in poetry books. Then try writing your own. You might start with one of these lines:
(a) There was once a young girl from Saint John,
(b) It seems that the folk from Toronto,
(c) A clever young man named Bob Johnson,



People Who Came to Canada

Some words you might want to use:

immigrate	citizen	families
heritage	tradition	relative
settler	language	customs



1. Look in a dictionary to find the differences in meaning of these words:
immigrate emigrate emigrant immigrant
2. Some expressions in English are confusing. For example, — "Watch out!" — is a signal of danger to you. What might it mean to someone who is learning English for the first time? Make a list of words, phrases and expressions that might be confusing to New Canadians.
3. Make a list of interview questions
(a) that you would like to ask someone who has just arrived in Canada;
(b) that someone who has just arrived in Canada might like to ask you.
4. Canada enjoys the cultures of many different groups of people. Most people in Canada can trace their families back in time to another country. Ask your parents, grandparents, or great-grandparents about the history of your family. Try to learn more about your family's country of origin. Write a brief report.

people are unable to differentiate between the meanings of the words **immigrate** and **emigrate**. Challenge them to find a good definition of each word, then either use them in sentences that illustrate their meanings or write a paragraph which explains the differences.

Activity 2 should make the children aware of the number of words and phrases — homonyms, homographs and figurative expressions — with which our language abounds and which could be confusing to a stranger to English. Get the children to collect such words and phrases and show how they might be confusing to the New Canadian.

Activity 3 Have the children work in pairs, one being the Canadian citizen and the other a visitor or immigrant to Canada. What facts must each know in order to plan questions to ask and to answer questions asked by the other? Encourage them to find out as much as possible about the countries before they make up their interview questions.

Activity 4 The purpose of Activity 4 is to get the children to become more aware of their cultural heritage. In interviewing older relatives they are not only getting facts about the Old Country as those relatives may know it, but also they are internalizing some of the customs and beliefs which can enrich their lives. Encourage the children to share any anecdotes they may have heard. Get them to bring in pictures, slides, artifacts of the country and use these to illustrate their written report.

UNIT 19

OBJECTIVES

- Syllables
- Roots and Affixes
- Agreement of Subject and Verb

IDEAS FOR PRESENTATION

Have the class make its own groups of words for study. Suggestions can be offered to guide them, as follows:

- Words with double letters: **appear, happily, disagree, whipped, slipper, million**
- Words with t endings: **except, carpet, unit, all right**
- One-syllable words: **bored, type, pore, preach, whipped, flash**
- Words ending in silent -e: **empire, inflate, treasure, type, pore**
- Words with er endings: **dancer, slipper, soldier**

- Words ending in y: **disobey, multiply, happily**

ACTIVITY AIDS

A WORD WISE

A(1) You may use Activity A(1) to help the children discover the multiple meanings of some of the List Words. Two of the words involved in this activity are homonyms of other words and so are sometimes confused in spelling. As you work through the activity with the children, lead them to discover this fact. Also, have them devise skeleton sentences like those in the activity to use with other multiple-meaning and sound-alike List Words. For example, they may use:

(a) for multiple-meaning — **flash, slipper, unit, appear**

(b) for sound-alikes — **empire** (um-pire) **except** (accept).

A(2) The children could also complete A(2) during the presentation of the words.

B WORD WATCH

B(1) The Word Detective challenges the children to identify List Words with long vowels, double consonants and consonant blends.

B(2) focuses on recognizing syllables in words. Guide the children to match syllables to form one word, then let them complete the rest of the activity on their own.

B(3) demonstrates to the children how derivatives of a root word are formed by the addition of affixes. Let the students study the "explosion" of the example word. Let them check with a good dictionary to discover if any derivatives are missing. Encourage them to suggest the meanings of as many of the derived words as possible. Which suffixes are noun-makers? Which make adjectives? Which make adverbs? How does the prefix change the word? What changes were made to the root before the suffixes beginning with a vowel were added? Why? Get the students to see that recognizing the root word in derived words could often help us attach correct spellings and meanings to those words. Encourage the children to use their dictionaries as they complete the activity.

B(4) gives the students practice in adding suffixes to root words. Again, encourage the use of the dictionary.

19

empire
bored
appear
happily
except

carpet
treasure
type
pore
unit

dancer
whipped
disagree
preach
disobey

multiply
slipper
soldier
flash
inflate

Don't forget:

million all right addition

A

WORD WISE

- The spaces in each pair of sentences can be filled with the same LIST WORD. Complete the sentences by using the correct words.
 - The guests at the dull party felt _____.
The prospector _____ a deep hole in the ground.
 - The students _____ over their books.
Each tiny _____ in our skin gives off water.
 - This _____ of fruit grows in the tropics.
The _____ used in printing is made of metal.
 - The grandparents _____ pictures of their grandchildren.
Pirates buried some _____ on the island.
- Find the LIST WORDS that are antonyms of these words. Write them.

amused	unhappily	disappear
obey	agree	divide

B

WORD WATCH Word Detective



- Use the following clues to find and write LIST WORDS.
 - i as in pine written y (2)
 - double consonants (7)
 - long -a written ey (1)
 - consonant blends (7)
- Here are the mixed-up syllables of some LIST WORDS. Put them together and write the words. Clue: One word has three syllables. All others have two.

ap	car	u	ure
pet	ex	lion	a
pear	dis	gree	treas
cept	mil	nit	

C WORD WIZARD

C(1) The Word Wizard reviews the rule dealing with the agreement of the subject and verb. Let the students correct the example sentence, making sure that they understand the relationship between the subject and its verb. Point out to them that two of the sentences in the activity could be corrected by either of two ways: (a) making the verb agree with the subject, or (b) making the subject agree with the verb.

PROVIDING FOR INDIVIDUAL NEEDS

Creative Writing: Refer the stu-

dents to the Word Wizard's activity on newspaper writing in Unit 16. Challenge them to plan a newspaper story on one of these topics (or any topic of their own).

- TINY CREATURES DISCOVERED ON MARS
- GOVERNMENT TO PAY STUDENTS TO GO TO SCHOOL
- ROBOT TEACHER BREAKS DOWN; SCHOOL CLOSED

DICTATION SENTENCES

1. A **million** soldiers fought for the **empire**.
2. The prisoners **appear** to be **bored**.

3. This **type** of **carpet** is **all right**.
4. Do the **units** in **addition**.
5. Everyone watched **happily** **except** me.
6. The **dancer** secured her **slipper**.
7. Do not **disobey** those who **preach**.
8. He **disagrees** about the **treasure**.
9. The cruel rider **whipped** the poor pony.
10. We sweat through the **pores** of the skin.
11. A **flash** fire was caused when the workers tried to **inflate** the balloon.
12. Germs will **multiply** in a dirty wound.

ANSWERS

A

- (1)(a) bored (b) pore (c) type (d) treasure
(2) bored, happily, appear, disobey, disagree, multiply

B

- (1)(a) multiply, type (b) appear, happily, whipped, slipper, addition, all right, million (c) disobey (d) disagree, preach, slipper, flash, inflate, multiply, treasure
(2) appear, carpet, million, treasure, disagree, unit, except
(3) **appear** — disappear, disappears, disappeared, disappearing, disappearance, disappearer, appears, appeared, appearing, appearance, appearer, apparition, apparent, apparently, unapparent; **multiply** — multiplies, multiplied, multiplying, multiplication, multiplicity, multiplier, multiplicand; **agree** — agrees, agreed, agreeing, agreeable, agreeably, agreeability, agreement, agreeableness, disagree, disagrees, disagreed, disagreeing, disagreement, disagreeable, disagreeably, disagreeableness; **inflate** — inflates, uninflated, inflated, inflating, inflation, inflatable, inflator, inflater, inflationary, inflationist
(4) freedom, freely; easily; busily; boredom; flashy; kingly, kingdom; happily; merrily; exceptional; additional.

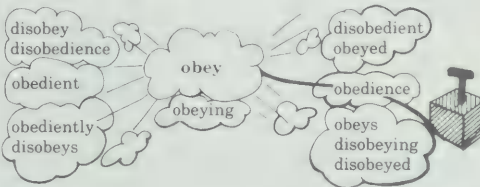
C

- (1)(a) The soldier **was** badly wounded.
(b) We **were** looking for the flashlight.
(c) The carpets **weren't** ready.
(d) They **were** lost on the island.
(e) She **doesn't** appear happy.



Word Builder

3. Explode the root words below by building as many new words from them as you can. Add prefixes, suffixes and other root words. Do it like this:



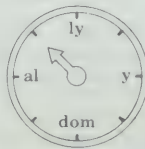
Now explode these root words:

appear multiply agree inflate
You may use a dictionary.

4. Mix and Match

Add each suffix on the wheel to as many of the words below as you can. Be careful not to write nonsense words. Think of the meaning of each word and each suffix. Use a dictionary to check your answers.

free	king
easy	happy
busy	exception
bore	addition
flash	merry



C

WORD WIZARD



When you write sentences, the verb must agree!

1. The sentence, "We was glad to finish the unit", is wrong because the subject we is plural and should take a plural verb. The sentence should read: "We were glad to finish the unit".
Correct these sentences:
(a) The soldier were badly wounded.
(b) We was looking for the flashlight.
(c) The carpets wasn't ready.
(d) They was lost on the island.
(e) She don't appear happy.

UNIT 20

OBJECTIVES

- Digraph **ch**
- Using the Thesaurus
- **Either . . . or, neither . . . nor**

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Begin the presentation by writing **handful** and **watchful** on the board and taking pupils through the Study Steps in the pupils' text, page 15.

Point out to students that:

- **Full** loses an **l** when used as a suffix.
 - Three words end in **er**: **either, neither, chapter**.
 - One word ends in **ar**: **cellar**. Two words learned previously (Unit 17) can be reviewed with this: **collar, grammar**.
 - One word ends in **le**: **sprinkle**.
- Review **pickle** and **ankle** (Unit 14). **Sprinkle** has interesting consonant

blends. Write the words on the chalkboard and circle the two groups of consonants.

- One word ends in **el**: **nickel**. Review **model** (Unit 14). **Sprinkle** and **nickel** should then be studied together.
- Two words have **k** endings: **shrink** and **attack**.
- There are four contractions: **we're, you're, that's, they're**.
- Take the remaining one-syllable words: **whom, crash, choice, strength**. Each of these has a digraph.

ACTIVITY AIDS

A WORD WISE

The activities all deal with the meanings of the List Words and can be done while the words are being presented.

A(1) The use of a thesaurus or other antonym-synonym reference could be used to enhance Activity A(1). You should make the pupils aware that the antonym given for each List Word might be only one of a number of other possible words. After they have completed the activity, use the word **attack** to point out the two directions that could be taken in writing antonyms for that word. One antonym of **attack** is **retreat**; another antonym is **defend**. The students will readily be able to see that there is little similarity in meaning between the two words.

A(2) reviews the diacritical mark for showing stress in words. As the pupils do the activity lead them to see that the verb pronunciation has the accent on the final syllable, while noun meaning is pronounced with the stress on either the first or last syllable.

A(3) Guide the children into finding the suitable synonyms for **discharge** in the MINI THESAURUS. Then challenge them to find and use synonyms for other List Words in a regular class thesaurus.

A(4) focuses on matching contractions with their long forms. Have the pupils work independently on this activity and provide further practice with these examples: **aren't, doesn't, they'd, you'll, he'll, mustn't, don't, here's**.

B WORD WATCH

The activities in this section review

20

handful	either	discharge	purchase
watchful	neither	strength	you're
sprinkle	nickel	whom	that's
cellar	shrink	we've	they're
attack			crash

Remember:

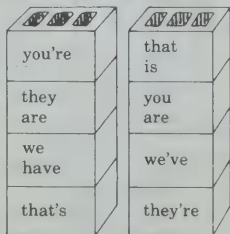
choice kitchen chapter

A

WORD WISE

- Beside each LIST WORD below on the left are four words. One of these four words is an antonym of the LIST WORD. Write the LIST WORD and, next to it, its antonym.
 - attack**: brave, active, retreat, complete
 - purchase**: buy, show, mark, sell
 - strength**: weakness, action, height, daring
 - shrink**: change, expand, connect, stop
 - cellar**: basement, kitchen, addition, attic
 - discharge**: annoy, charge, suspend, shoot
- The **SPECIMEN DICTIONARY** lists several meanings for the LIST WORD **discharge**. Notice the pronunciation when it is used as a noun (*n.*) and as a verb (*v.*)
 - Read the groups of words below and think about the meaning of **discharge** in each case. After each meaning write **discharge** and mark the accent.

• discharge the cargo	• a sudden discharge
• discharge a gun	• an army discharge
- Now, look up **discharge** in the **MINI THESAURUS**. Write a synonym of **discharge** for each example given in Exercise 2. Use each new group of words in a sentence.
- Contraction Blocks**



Assemble the blocks so that each contraction is matched with its long form. Write the long and short forms.

the following skills:

B(1) Matching rhyming pairs.

B(2) Finding small words in longer ones.

B(3) Writing words in syllables and indicating the accent.

B(4) Adding suffix **ful** to root words. Remind pupils of the suffix spelling of **full**.

C WORD WIZARD

C(1) Pupils might enjoy doing the puzzle in C(1). Encourage them to make up a similar puzzle using List Words or any other words.

C(2) Give oral practice in the use of **either** and **or**, **neither** and **nor**, before the pupils write.

C(3) Review the uses of **their** and

there before pupils write. These two homonyms are more often confused than **they're** which can easily be remembered as **they are**.

PROVIDING FOR INDIVIDUAL NEEDS

1. Creative Writing: This activity is aimed at encouraging the students to suggest as many words as they can that relate to Canada's West Coast. Display poster-type pictures of the mountains, forests, lakes, rivers and seas of the West Coast. Challenge the children to list on charts any words that are sug-

gested to them by the pictures. You may want to have them group the words under forests, mountains, waterways, size, beauty, colour, etc.

2. Phonics: Some pupils may benefit from these activities:

1. Make new words by replacing **shr** in **shrink** with **dr, s, th, ch, w, k, sl, br, bl**.

2. Make new words from **crash** by replacing **cr** with: **spl, m, w, h, l, c, d, s**.

DICTATION SENTENCES

1. **We've** time to read a **chapter**.
2. **They're** **watchful** for fear of an **attack**.
3. A **handful** of players were **discharged**.
4. **Nickel** has not enough **strength** to stand the **crash**.
5. **That's** the way to **sprinkle** the cellar.
6. **You're** **either** skilful or lucky.
7. From **whom** did you **purchase** the **kitchen** stove?
8. **Neither** carpet was our **choice**.
9. The cotton collar won't **shrink**.

ANSWERS

- A**
- (1)(a) attack — retreat (b) purchase — sell (c) strength — weakness (d) shrink — expand (e) cellar — attic (f) discharge — charge
- (2) discharge' the cargo, a sudden dis'charge, discharge' a gun, an army dis'charge
- (3) release (v), shoot, release (n), release (n).
- (4) they are — they're, you are — you're, that is — that's, we have — we've

- B**
- (1) wrinkle — sprinkle, voice — choice, strength — length, attack — shack, crash — flash, barge — discharge, drink — shrink, loom — whom
- (2) either, neither; sprinkle, shrink; crash; attack; choice; kitchen
- (3) cel'lar, at tack', pur'chase nei'ther, kit'chen, watch'ful, nick'el, chap'ter
- (4)(a) spoonful (b) handful (c) watchful (d) bucketful (e) healthful (f) useful

- C**
- (1)(a) scream (b) shrink (c) strength (d) sprinkle (mink)
- (2), (3) Answers will vary.

B

WORD WATCH

Word Detective



1. Rhyme Time

Find and write in pairs the rhyming words in the box.

wrinkle	voice	strength
attack	crash	barge
choice	drink	shack
shrink	discharge	sprinkle
whom	flash	length
		loom

2. Write the LIST WORDS that contain her, ink, ash, tack, ice, hen.

Word Builder

3. Write these words in syllables and put in the accents.
- | | | | |
|----------|---------|----------|---------|
| cellar | attack | purchase | kitchen |
| watchful | chapter | nickel | neither |

Remember that full used as a suffix drops an l.



4. Complete these:

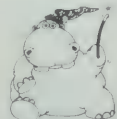
- | | |
|-------------------|--------------------|
| (a) spoon + ful = | (d) bucket + ful = |
| (b) hand + ful = | (e) health + ful = |
| (c) watch + ful = | (f) use + ful = |

C

WORD WIZARD

1. Copy and complete this puzzle. Three of the words you will need are LIST WORDS. If your answers are correct, the letters in the boxes reading down will spell the name of an animal.

- (a) Yell or shout
(b) Grow smaller
(c) Power
(d) A light shower of rain



Be careful when you use **neither ... nor**, **either ... or**.

2. Read these examples:

- We saw **neither** the boy **nor** his dog.
- You may ask **either** Jim **or** Brian.

Write four sentences to show that you understand this rule.

3. Write sentences to show the use of **their** **they're** **there**

UNIT 21

OBJECTIVES

- Suffixes **ment, tion**
- **R-controlled Vowels**
- Pronouns

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

This Unit focuses on the use of suffixes to change word meaning. Several of the List Words contain suffixes that could be classed as "noun-makers" or "adjective-makers". Group the words:

- (a) with **ment**: **improvement, statement, settlement**. Give examples here to show that this suffix is a noun-maker. Challenge the children to make nouns out of the following verbs by adding **ment**: **pay, entertain, measure, attach**.
 (b) with **able**: **favourable, comfortable**. Point out that this suffix makes adjectives: **suitable, usable**

- (c) with **ing**: **appearing**
 (d) with **tion**: **production, section, position**
 (e) with **ion**: **division, exhibition**

ACTIVITY AIDS

A WORD WISE

A(1) is a caution to the children when dealing with words that have the same spelling but different meanings (homographs). Guide them to see how the root word for **foundation** is in no way connected with **found**, the past tense of **find**.

A(2) Guide the children to see how, with the insertion of the vowels, the List Words are formed. Encourage them to make up a word game similar to this, using antonyms or synonyms.

A(3) Have the children use their dictionaries or other reference books on words to get information on the word **bonfire**. They should discover these facts: The word **bonfire** began as **bone fire** five hundred years ago at the time when bones and bodies were disposed of by burning. Bonfires were later used to warn of an enemy attack, to celebrate a victory or to give pleasure.

Other interesting words for this kind of research are: **daisy, goodbye, holiday**, etc.

B WORD WATCH

B(1) reviews these skills: identifying words with the **-shən** sound and with **r-controlled** vowels; and finding little words in longer ones.

B(2) The Word Watcher reminds pupils of the use and function of the **ment** ending. Have the pupils make special note of the generalization relating to the retaining of **final e** in the root words. Let a pupil explain how the Suffix Machine works and have them do the activity on their own. You may provide them with further practice with these words: **settle(ment), move(ment), agree(ment), depart(ment), amuse(ment), argu(ment)**. Have them note the dropping of **final e** in **argue**.

B(3) further develops the function of the endings **tion, ion, ation**, and **sion** as noun-makers. Get the pupils to see that the root word in each case is a verb. Work through the activity with them orally. Point out the dropping of **silent -e**.

B(4) also deals with the function of

21

foundation	favourable	production	subtract
entertain	comfortable	bonfire	important
division	appearing	exhibition	section
improvement	janitor	prayer	position
statement			beyond

Remember:

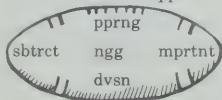
engage settlement hundred locate

A



WORD WISE

- Look up **found** in the SPECIMEN DICTIONARY. Write the meaning of **found** when it is used as the root word of **foundation**.
- On the football below are LIST WORDS whose vowels have been removed. Each word on the right is an opposite of one of these LIST WORDS. Write each LIST WORD completely and match it with its opposite.



unimportant
disappearing
multiplication
disengage
add

- What can you find about the history of the word **bonfire**? Write a short report.

B



WORD WATCH

Word Detective

- Find the LIST WORDS that end with the sound of **-shən**. Write the words and underline the letters that spell **-shən**.
 - Write the LIST WORDS that contain **r-controlled** vowels. Underline the vowel or vowels, plus **r**. Take care. This is tricky!
 - Write the LIST WORDS that end with these little words:
 red age ant act
 Underline the little word in each.

Word Builder



The suffix **ment** is a noun-maker. It is usually added to a verb. When it is added to a verb ending in **silent -e**, the **e** is usually retained. **pave — pavement**

a suffix. Pupils are made aware of the use of the ending **able** in forming adjectives. In part (b), lead the pupils to see the distinction between the words in which **silent -e** is kept and those in which it is dropped.

C WORD WIZARD

C(1) focuses on the function of pronouns as noun substitutes. Review this function by writing these sentences on the board and having the children replace some of the nouns with pronouns: (a) This book has a number of this book's pages missing. (b) Sam told the children that the children should not hold the children's noses when the children dived into the pool. Get them to see that pronouns make our writing

more manageable and pleasant-sounding.

PROVIDING FOR INDIVIDUAL NEEDS

Creative Writing: Review the form of the limerick with pupils. Read them a selection of funny ones, then challenge them to create some on their own. Many of the List Words rhyme and so provide a good starting point for the pupils.

DICTATION SENTENCES

1. The **statement** shows that there

is an **improvement** in all the **important** areas.

2. The **janitor** lights **bonfires** beyond the grove of trees.

3. The show was **appearing** in a new **production** to **entertain** the troops.

4. This is a **comfortable** **section** of the house.

5. We learned **division** and **subtraction**.

6. A **favourable** **position** was given to the **hundred** guests at the game.

7. They are looking for a place to **locate** the new **settlement**.

8. We will **engage** a student to cut the grass.

9. The **exhibition** site was donated by a charitable **foundation**.

10. Each person said a silent **prayer** for the victims of the flood.

ANSWERS

A

- (1) To set up
- (2) appearing — disappearing, engage — disengage, subtract — add, important — unimportant, division — multiplication
- (3) Answers will vary. (See Activity Aids.)

B

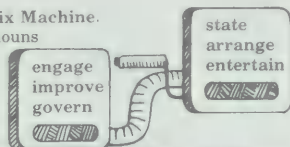
- (1)(a) foundation, production, exhibition, section, position
- (b) entertain, favourable, important, prayer, janitor, comfortable
- (c) hundred, engage, important, subtract
- (2) engagement, statement, improvement, arrangement, government, entertainment
- (3)(a) production, reduction, introduction (b) separation, subtraction, exception, selection, exhibition, location (c) foundation, preparation, combination, imagination, conversation
- (4)(a) comfortable, honourable, favourable, respectable, acceptable, suitable, reasonable, imaginable
- (b) (Keep Silent -e): changeable, peaceable, noticeable, manageable
- (Drop Silent -e): movable, believable, lovable, desirable

C

- (1)(a) you = Dad (b) he = jeweller; it = watch (c) it = poem (d) his = Bob's, he = brother, it = penny
- (e) her = Mary's, you = sister, us = Mary and sister
- (2) Answers will vary.



2. Turn on the Noun Suffix Machine. Change these verbs to nouns by adding ment:



The suffixes **tion**, **ion**, **ation**, and **sion** are also noun-makers. With these suffixes, the silent **-e** is usually dropped. **introduce** — **introduction**

3. Build nouns by adding the suffixes shown:
 - (a) Add **tion** to produce, reduce, introduce.
 - (b) Add **ion** to separate, subtract, except, select, exhibit, locate.
 - (c) Add **ation** to found, prepare, combine, imagine, converse.
4. (a) Build adjectives by adding **able** to these words:

comfort	honour	favour	respect
accept	suit	reason	imagine

 (b) Add **able** to the words in the boxes. Notice the soft **-c** and **g** in the words in Box A.

A	B
These Words Keep Silent -e	These Words Drop Silent -e
change peace manage notice	move believe love desire

C WORD WIZARD

1. Pronouns can be used to take the places of nouns. Study the sentences below and write the noun for which each pronoun stands.
 - (a) Sue asked Dad, "Are you going to the game today?"
 - (b) When Harry asked to see the watch, the jeweller said that he had sold it.
 - (c) Laura E. Richard wrote a poem. It is called "Elelephony".
 - (d) Bob gave a penny to his brother and he lost it.
 - (e) Mary said to her sister, "Do you think that the smugglers have spotted us?"
2. Scramble

How many different words can you write using only the letters in the word improvement? Go!

UNIT 22

OBJECTIVES

- Suffixes **al, ly**
- Syllabication
- Prefixes **in, re**

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Read all the List Words to begin the presentation. There are some words which naturally group:

- Words ending in **tion**: **selection, perfection.**
- Words ending in **ation**: **location, multiplication.**
- Words ending in **ate**: **decorate, separate.**
- Words ending in **ly**: **daily, hourly.**
- Words ending in **al**: **personal, national, medal.**

The remaining words can be taken individually and linked with words previously learned: **prepared**

(scared, dared, declared, etc.) Have the class provide other words with the **ared** ending. Point out that this is always the past tense form of a verb.

ACTIVITY AIDS

A WORD WISE

Complete the activities in this section with the pupils, during the presentation of the words.

A(1) could be extended into an exercise in the use of the thesaurus. Several of the List Words could be placed on the board and pupils could suggest synonyms for them. They may then check the thesaurus to verify their suggestions.

A(2) Besides the two meanings that could be developed for the List Word **current**, pupils should be led to discover other meanings and uses for the word. Pupils should readily be able to associate the word with electricity, and they may have heard statements like "a current run of influenza", "the current of educational thinking", etc. Encourage the children to explore each word for at least one additional meaning to the one they already associate it with.

B WORD WATCH

B(1), (2) review long vowel sounds, the **schwa** and **-l** sound, and the soft sounds of **c** and **g**.

B(3) focuses on the usefulness of dividing longer words into syllables in order to spell them. Help the children see that in words with more than two syllables, writing them in syllables is a good way of memorizing the correct spelling:

- (a) a ban don (b) mag net ic
(c) re fresh ing ly (d) in ten tion
(e) co op er ate (f) in ter view er

As the children read the words orally, let them stress each syllable separately. Get them to see how much easier it is to spell the words by syllables. You may then have them complete the activity.

B(4) Before you set the students to do the activity, demonstrate on the board how it is to be done. You may use a word such as **demonstrate**. Get the children to see that the word can function as a verb. Add the two verb endings **ed** and **ing**, then **ion**. Get pupils to point out the noun made by the ending **ion**. Remind them to pay attention to the final **e** when adding the suffixes.

22

personal
national
adore
decorate
current

prepared
explain
inviting
recite
hourly

present
active
oblige
medal
courage

multiplication
selection
perfection
location
department

Don't forget:

daily multiply separate

A

WORD WISE

- Write the two words in each line that are synonyms.
(a) separate, test, divide (d) courage, boldness, manner
(b) volume, trim, decorate (e) higher, adore, worship
(c) invite, ask, command (f) presents, presence, gifts
Check with a THESAURUS.

- Read these sentences:

- (a) The current is strong at the bend of the river.
(b) We discuss current events in class every day.
Write the meaning of **current** in each sentence.

- Find the word **present** in the SPECIMEN DICTIONARY. Write a meaning of **present** for each part of speech: *noun, verb, adjective*.
Notice the change in pronunciation.



B

WORD WATCH Word Detective

- Recover the stolen vowels for these LIST WORDS. Write the words correctly.

ntnl
crg

prfctn
sprt

blg
mdl

slctn
mltpltcn

- Read the clues and write the LIST WORDS!

- (a) This word has long -o and long -a sounds.
(b) These two have the long -a sound spelled ai.
(c) These two words have soft -g.
(d) This word has a soft -c sound.
(e) These three words have the schwa + l sound in their final syllables.

- Don't let long words scare you! A long word is often easier to spell than some short words. Take the LIST WORD



The remainder of this section reviews these skills:

B(5), (6) Adding prefixes.

B(7) Adding the suffix *ly* to root words.

C WORD WIZARD

C(1) Demonstrate some of the techniques used in poster-making by procuring and displaying some posters advertising actual events. Use the list shown in the activity to point out the important information that needs to be included. You may want to have the pupils make the posters in connection with some class or school undertaking.

C(2) Demonstrate on the board how C(2) is to be done by arranging **pat**, **tap**, **lap**, and **pal** in a square.

PROVIDING FOR INDIVIDUAL NEEDS

Phonics: Have the children complete these activities for extra practice:

1. Write words beginning with these blends and digraphs: **spr**, **shr**, **str**, **sh**, **ch**.
2. Write the long forms for **I'll**, **we're**, **I've**, **isn't**, **didn't**, **it's**, **she'll**.
3. Change these words to their plural forms: **leaf**, **knife**, **half**, **calf**.

DICTATION SENTENCES

1. **National** news is heard **daily**

from every **department** of the government.

2. We were **present** when the hero was **decorated** with a **medal**.

3. It takes **courage** to swim in the strong **current**.

4. Each actor had a **separate** dressing room on **location**.

5. They are **inviting** **personal** friends to hear her **recite**.

6. I **adore** the **perfection** of a beautiful flower.

7. They were **obliged** to **prepare** new foundations.

8. The **active** pupils are given **hourly** rests.

9. The machine can **multiply** by **selection**.

10. Can you **explain** **multiplication**?

ANSWERS

- A**
- (1)(a) separate, divide (b) trim, decorate (c) invite, ask (d) courage, boldness (e) adore, worship (f) presents, gifts
- (2)(a) a flow of water (b) of the present time
- (3) pres'ent, (n). — the time now pres'ent, (adj). — here pre sent', (v). — to give

- B**
- (1) national, perfection, oblige, selection, courage, separate, medal, multiplication
- (2)(a) location (b) daily, explain (c) courage, oblige (d) recite (e) personal, national, medal
- (3) de part ment, pre pared, sep a rate, per fec tion
- (4) adoring, adored, adoration; separating, separated, separation; obliging, obliged, obligation; inviting, invited, invitation; multiplying, multiplied, multiplication; decorating, decorated, decoration; reciting, recited, recitation; selecting, selected, selection.
- (5)(a) compared (b) excite (c) infection (d) complain
- (6)(a) unprepared, uninviting, unobliging, unexplained (b) impersonal, imperfection (c) represent (d) inactive (e) encourage
- (7) daily, hourly, nationally, currently, actively

C

(1) Answers will vary.

(2) Top: tomato; Right Down: oblige; Bottom: recite; Left Down: tender.



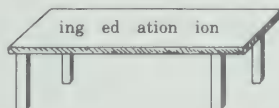
multiplication. Break it into syllables and you will see that most parts of the word are spelled exactly as they sound. Write these words in syllables:

department prepared separate perfection

Word Builder

4. Add the suffixes to the words around the table. Score 5 points for each new word you can make. Subtract 10 points for each non-word you write. You can check your answers in a dictionary.

adore
separate
oblige
multiply



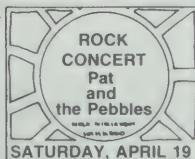
invite
decorate
recite
select

5. **Word Math**
- Solve the following problems:
- (a) prepared — pre + com (c) perfection — per + in
(b) recite — re + ex (d) explain — ex + com
6. Add the prefixes and build your word power.
- (a) un to prepared, inviting, obliging, explained
(b) im to personal, perfection
(c) re to present
(d) in to active
(e) en to courage
7. Write the suffix *ly* with day, hour, national, current, active.

G

WORD WIZARD

1. Design a poster that advertises your class concert or a sports event.
- Be sure to include
- the date
 - the time
 - the place
 - the event
2. Can you arrange these words in a word square? Each word must begin or end with the first or last letter of another word.



oblige tomato recite tender

UNIT 23

OBJECTIVES

- Changing y to i
- Suffix **ness**
- Word Connotation
- Synonyms for Overworked Words

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

This Unit contains words with a variety of phonetic and structural features. In presenting the words you may want to group them in the following ways:

- Words ending in y: **industry, crazy, injury, library, monthly, memory, empty.** Worrying can also be presented in this group.
- Two words ending in **ness** can be studied together: **laziness, happiness.**
- Three words ending in **ful** can be grouped: **dreadful, beautiful, thoughtful.**
- The one-syllable words can be

presented as a group: **scenes, firm, joint, proof, sort, juice.**

- Then the remaining two-syllable words can be studied: **describe, result, pleasant.**
- The remaining word, **families**, can be taken separately, and the pronunciation discussed.

ACTIVITY AIDS

A WORD WISE

A(1) may be done in conjunction with the presentation of words. Pupils are asked to list only two meanings of each word in the activity, but the words each have several different meanings. Challenge the children to extend the activity to other List Words. Get them to classify the meanings according to parts of speech. When the students write sentences for parts (b) and (c), challenge them to write imaginative sentences. Good written expression, as good spelling, comes from practice. Make sure that your students' development in both go hand in hand.

A(2) introduces the students to the connotative power of words. In order to introduce them to this, have them react orally to these words: **sweet, chocolate, war, love, darkness, fire, lion, puppy, goodness, wolf, mother, snake.** Get the students to see that words do have an effect on us and the feeling — negative or positive — that we associate with a word is called its "connotation". Have the pupils complete the chart, then let them compare the results.

T WORD WATCH

The Word Watcher reviews the generalization, developed earlier, that words ending in a consonant and y generally form their plurals by changing y to i and adding es.

B(1) Provide extra practice by having the children orally form the plurals of these words: sky, cherry, copy, bunny, cry, reply. Have the children turn the plural forms back into the singular, then have them complete Activity B(1).

B(2) calls for the students to identify r-blends, root words and an unexpected vowel spelling.

B(3) The Word Watcher points out the function of the suffix **ness** as a noun-maker. Help pupils to see that the noun that is formed by the

23

industry
crazy
laziness
injury
library

scenes
happiness
juice
monthly
dreadful

beautiful
thoughtful
worrying
describe
firm

joint
proof
sort
result
families

Remember:

memory empty pleasant

A

WORD WISE

1. Your dictionary will probably list several meanings for these words: **scenes, firm, joint, proof, sort.**

(a) Write two meanings for each word and arrange them in your notebook like this:

scenes (meaning one)
(meaning two)



(b) Write a sentence for each meaning of each word.

(c) Find **firm** and **sort** in the MINI THESAURUS. Choose a synonym for each word that could be used in the sentences you wrote in part (b). Rewrite the two sentences using the new words.

2. We associate pleasant feelings with some words while others produce feelings of fear or disgust. Below are some LIST WORDS. Say each word and think about its meaning. Write each word under one of these headings:

Words Associated
with Pleasant
Feelings

Words Associated
with Unpleasant
Feelings

Words Associated
with No Feelings
at All

worrying
families

laziness
dreadful

injury
library

happiness
beautiful

B

WORD WATCH



Words ending in a consonant and y usually undergo a change when their plurals are formed. For example:
family — families.

1. Here are the plurals of some LIST WORDS. Write their singular forms.

industries injuries libraries memories

addition of this suffix is one that names a quality and not something that can be physically touched. Work through these examples with the students, pointing out the change that is made to **sleepy**. Adjectives — **sharp, sleepy, smooth, kind, rough**; Nouns — **sharpness, sleepiness, smoothness, kindness, roughness**. Let the children complete Activity B(3) independently.

B(4) reviews the dropping of silent -e and the changing of y to i with the addition of various suffixes.

C WORD WIZARD

C(1), (2) are aimed at encouraging the children to use more vivid verbs in their writing. You may want to

get the children started by having them think about different ways of walking in different situations. How does someone walk who is tired? sad? proud? etc. Let them think about situations to help extend the lists for the two other verbs.

PROVIDING FOR INDIVIDUAL NEEDS

1. Handwriting and Speech Practice:

- (a) Some students may want extra practice in joining **r** to **y**, as in these List Words: **industry, injury, library, memory, worrying**.
(b) Many of the List Words pose

problems in pronunciation for some pupils. Have them take time to say the following words clearly, thinking about the part the mouth, lips and tongue play: **industry, injury, library, monthly, beautiful, thoughtful, result, pleasant, empty, memory**. (Note the **schwa** sound in the unstressed syllables.)

2. Phonics:

- Have the pupils match syllables to make words with consonant and le endings: **rat, pud, cir, rid, pur, un, ri, sim, tur (cle, dle, tle, fle, ple)**.
- Write a rhyming word for each of these words: **joint, sort, firm, scenes, juice**.

DICTATION SENTENCES

- That **crazy** fellow will do himself an **injury**.
- It is not **laziness** that makes him work slowly.
- Meetings were held **monthly** in the **library**.
- Industry** is the **result** of positive attitudes.
- The woman **described** her **pleasant memories**.
- The artist painted many **beautiful scenes**.
- We wished **happiness** for the bride and groom.
- He is not **worrying**, but he is **thoughtful**.
- We have **proof** that the house is **empty**.
- It is a **dreadful** sort of place for the **families** to live.
- We each had a glass of **grape juice**.
- Don't skate until the knee **joint** is **firm**.

ANSWERS

A

(1), (2) Answers will vary.

B

- (1) **industry, injury, library, memory**
(2)(a) **proof, dreadful, crazy** (b) **library, describe** (c) **beauty, thought, dread** (d) **juice**
(3)(a) **craziness, happiness, emptiness, laziness** (b) **firmness, pleasantness, thoughtfulness**
(4) **industrious, pleasant, scenery, librarian, happily, injurious, juicy, memorial**

C

(1), (2) Answers will vary.



Word Detective

- Find and write
 - three LIST WORDS that begin with r-blends
 - two LIST WORDS with an r-blend in the middle
 - the roots of three LIST WORDS ending in ful
 - one word with the long -oo sound spelled ui



Word Builder

When the suffix **ness** is added to an adjective the new word is a noun that names a quality. For example: **lovely — loveliness**.

- Form nouns by adding **ness** to these adjectives:
 - crazy, happy, empty, lazy**
 - firm, pleasant, thoughtful**



Word Math

Write the new words that are formed by adding the suffixes. Be careful. Several of them are tricky. Use your dictionary and note the changes in the root words!

industry + ous	please + ant	scene + ery	library + an
happy + ly	injury + ous	juice + y	memory + al

C

WORD WIZARD



Sometimes we overwork words. Verbs like **walk, run, talk**, and **throw** are often used in a dull way. If we use **livelier** verbs, our writing becomes more interesting and vivid. Instead of **throw** we could use **hurl, pitch, fling, cast** or **toss**.

- For each of the verbs **walk, run** and **talk**, write as many words as possible that mean almost the same. First, use the **MINI THESAURUS**, then add more words of your own. Start like this:

Run	Walk	Talk
jog, trot	plod, trudge	whisper, say

- Select two words from each column and write suitable sentences.

UNIT 24

24

1	that's unit active joint prayer	preach crash hourly firm shrink	type we've sort crazy flash	pore juice proof injury medal
2	they're explain result beyond either	bored monthly scenes subtract neither	presents library national janitor inflate	inviting describe empire disobey whom
3	recite strength watchful except current	slipper bonfire purchase dancer soldier	nickel you're discharge carpet adore	attack cellar appear whipped section
4	oblige department comfortable decorate industry	handful division perfection families	worrying entertain dreadful thoughtful	happily selection disagree beautiful important
5	courage laziness personal improvement location	sprinkle prepared appearing position	multiply statement exhibition happiness	treasure favourable- production multiplication foundation

CHECK-UP

Units 19-23 were important. You met many of the words you'll need in your everyday writing.

- Update your personal "problem" list. Think about the reasons for your spelling problems. Perhaps —
 - you mistook a consonant sound?
 - you left out a consonant where there should be two?
 - you doubled a consonant where there should be only one?
- Take another look at your personal list. Write the words on file cards, and then,
 - put the file cards in alphabetical order;
 - have a partner say them for you to spell;

OBJECTIVES

- Review
- Variant Spellings of **Long -a**
- Wordshop

Note: The activities in this Review Unit may be completed in four teaching periods.

SKILLS REVIEWED

WORD MEANINGS

Parts of speech meanings	A(1)
Synonyms	A(2)
Antonyms	A(2)

PHONETIC ELEMENTS

Multiple spellings	B(1)
Letter patterns	C(2)

STRUCTURAL ANALYSIS

Affixes	B(2)
Built forms	B(3), B(4)
Spelling patterns	C(2)

DICTIONARY SKILLS

Reference material	C(1)
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ANSWERS

A
(1)

List Word	As Noun	As Verb	As Adjective
type	a kind		
firm	a business	make firm	not easily
pore	an opening in the skin	to study long and closely	moved
bored		made weary or dull	feeling weary and dull
sort	kind, class	to put into groups	
nickel	a shiny metal or a 5-cent coin	to cover with nickel	made of nickel
attack	an assault	to assault	
treasure	wealth or riches	to value highly	

- (c) underline the parts of the words that cause you trouble;
(d) memorize the words.

3. Make a Word Search puzzle with the words in your personal list.

A

WORD WISE

1. Some of the LIST WORDS can be used as either *nouns*, *verbs* or *adjectives*.

type	pore	sort	attack
firm	bored	nickel	treasure

Make a chart like the one below, using the words above.

LIST WORD	AS NOUN	AS VERB	AS ADJECTIVE
firm	a business		not easily moved

2. Write a synonym and an antonym for each of these words:

active	shrink	attack	comfortable
adore	strength	dreadful	happiness

B

WORD WATCH

Word Detective



1. Many of the vowel sounds in our spoken language are spelled in several ways. For example, the long -a sound may be spelled a, ai, ay, a with silent -e, ea, or eigh. Write a word for each spelling of the long -a sound. Use a dictionary to find examples. Are there any exceptions?

Word Builder



2. The Prefix-Suffix Machine



Pop a prefix and a suffix into the machine with each word.

Try to use each affix at least once.

decorate	appear	agree
charge	shrink	favour

- (2) Answers will vary.

B

- (1) Answers will vary. Some exceptions are: prey, reins, straight, rendezvous.

- (2) (One derivative for each word): **decorate** — redecorated, redecorating, undecorated; **charge** — recharged, recharging, rechargeable, uncharged, unchargeable; **appear** — reappeared, reappearing, reappearance, disappeared, disappearing, disappearance; **shrink** — unshrinkable, unshrinking; **agree** — unagreed, disagreed, disagreeing, disagreement, disagreeable; **favour** — unfavourable, disfavoured

- (3) prepared, favourable, improvement, appearing, personal, statement, foundation, exhibition, location, production

- (4)(a) Only a handful of families were at the department store. (b) I always admire the beautiful dancer(s) appearing at the national exhibition. (c) Why do you disagree with the statement made by the production foreman?

C

- (1)(a) thesaurus (b) atlas, geography book (c) timetable (d) history book (e) calendar (f) cookbook (g) menu (h) science book (i) dictionary (j) atlas, geography book

- (2) Answers will vary.

3. Write the words from Group 5 that are formed from

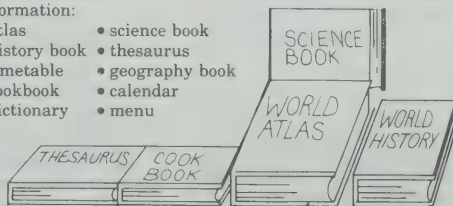
prepare	appear	state	exhibit
favour	person	found	locate
improve			produce
4. As you write these sentences, fill in the LIST WORDS that are formed from the words in brackets. The words you write will complete the meanings of the sentences.
 - (a) Only a (hand) of (family) were at the (depart) store.
 - (b) I always admire the (beauty) (dance) (appears) at the (nation) (exhibit).
 - (c) Why do you (agree) with the (state) made by the (product) foreman?

C

WORD WIZARD

1. Here are some reference books you might use to find specific information:

• atlas	• science book
• history book	• thesaurus
• timetable	• geography book
• cookbook	• calendar
• dictionary	• menu



Write the name of the reference book or booklet you would use to find

- (a) Synonyms of a word
 - (b) The location of the nickel industry in Canada
 - (c) When the next bus leaves for Edmonton
 - (d) Important events in the history of Canada
 - (e) The date of a national exhibition
 - (f) How to make scrambled eggs
 - (g) What to order at a restaurant
 - (h) How heat is conducted
 - (i) How to divide a particular word into syllables
 - (j) The location of a mountain
2. Write as many LIST WORDS as you can by using the vowels in the inner box with consonants in the outer one. Use each letter only once per word.



WORDSHOP

Food

The activities in this Workshop should provide many opportunities for the pupils to investigate the social implications of food and eating. All of the activities could be done by the pupils individually. However, you may want to have small groups of children working together on the same activity. A discussion of the picture and the list of words is a convenient way of introducing the activities.

Activity 1 could be developed while the words like **gourmet**, **chef**, **recipe** and **menu** are discussed. Challenge the children to develop a "dictionary" in which they define some of the terms of gourmet cooking. Others might want to go further, researching some of the terms in greater detail and compiling an "encyclopedia" or a "guide" to gourmet cooking, and so on.

Activity 2 investigates the effect that the name of a food might have on people. This is really an exercise into the connotative powers of words and it serves to point out to the children why manufacturers are careful in the choice of names for food products. Perhaps you can have the children rename popular brands of foods to make them seem more pleasing to one's ear and tastebuds.

Activity 4 seeks to help the children see that eating patterns may vary from family to family due to a number of factors. Please caution the students that in trying to collect



Food

Some words you might want to use:

meal	delicious	chef
recipe	favourite	starved
snack	gourmet	menu



- The French are famous for their cuisine. Find out what the word means.
- The name of a food has a tremendous effect on some people.
 - What is your favourite food?
 - Would it be your favourite food if it were called "Slimy Slop"?
 - List the foods which you dislike because of their names.
- Sometimes menus in a restaurant do not list all the foods you like. Suppose you were given the opportunity to own a restaurant. Design a menu of your favourite meals.
- Do you like eating alone? Conduct a poll among the students in your class about eating habits. When do most people eat? Do they eat alone? Write a report about eating.
- Find a cookbook at home or in the library. Look up the recipe for one of your favourite meals.
 - Write a recipe for making peanut butter and pickle sandwiches. Be sure to include
 - the materials needed
 - the time required to prepare the "meal"
 - step by step instructions

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information for their reports they should respect the privacy of their classmates. What kinds of questions could they ask so as not to be seen as "prying"? From their interviews, pupils could develop graphs or charts to present their information.

It would be seen that the activities are by no means complete in their scope. Very many different areas could be investigated in a study of this topic. Some other extensions are:

- Visits to a local food processing plant, supermarket, farmers' market or market garden. Record information and present it to others in a variety of ways.
- Make a classification of restaurants in your area, based on feedback from patrons. What criteria would you use in your classification?
- Collect recipes for "cookless" dishes. Put them together and have them "published" as a class project.
- Find out about customs related to food and eating, from people of a different culture. Select a few of the customs that interest you and compare them to your own. How will you present your comparison?
- Most spices are grown in tropical countries. Find out the names of ten spices and the countries from which they come. Present your information in a short talk, or in any other form you like.
- There might be discussion of food values, and of what constitutes a balanced meal. Canada's Food Rules might be posted. Children could compare several lunch menus and try to select the most wholesome and appealing.

UNIT 25

OBJECTIVES

- Prefixes **un**, **re**
- Syllables
- Use of **its** and **it's**

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

As you introduce the List Words to the children, encourage them to say each word clearly, making sure that beginning, middle and final consonants are sounded. Several of the words have the **schwa** sound in the unstressed syllable, so you might guide the children to pay particular attention to the spelling of these syllables. Begin the presentation by considering the words beginning with **re**: **represent**, **reminded**, **re-build**.

Study the words with the prefix **en**: **enforce**, **endanger**, **enclose**. This prefix is a verb-maker.

ACTIVITY AIDS

A WORD WISE

A(1) calls attention to the function of the prefix **un** when added to a root word. Have the children complete the activity while the List Words are presented. Let them discover that the addition of the prefix **un** does not change the spelling of a root word; it simply reverses the meaning. Have the children suggest additional words in which the prefix **un** has the force of "not": **unsafe**, **uncover**, **unable**. Get them to see that the word in each case is the opposite of the root word.

A(2) Point out the sentences. Have the children read them and note the underlined List Words. Challenge them to find as many synonyms as they can for each word. Then let them select one synonym that could replace each of the List Words.

A(3) Before you direct the students to this activity, let them discover the use of the prefix **re** when it is added to a root word. Have them give the meanings of **type** and **retype**, **plant** and **replant** as used in these sentences:

- The secretary had **typed** the letter, but because there was an error she had to **retype** it.
- We had to **replant** the trees that Ned had **planted**.

The pupils should discover that the prefix has changed the meaning of the word to "_____ again". Have them add the prefix that means "again" to these words: **open**, **fill**, **tell**, **play**.

An additional meaning of **re** is "back" as in **return**, **retreat**, **reject**.

B WORD WATCH

B(1) reviews dividing words into syllables and indicating the stress. You may put a few words on the board and have the pupils practise syllabication by telling them to use karate chops on the words. Use these words for this practice: **en'ter tain'**, **a ban'don**, **a re'na**, **bal'co ny**, **in'ju ry**, **pri'ma ry**. Have the children indicate the stressed syllables and any unstressed syllable in which there is a **schwa** sound.

B(2) Adding prefixes to root words.

B(3), (5) Adding suffixes to root words.

B(4) Identifying affixes in words.

C WORD WIZARD

C(1) The Word Wizard points out

25

represent	particular	unpleasant	reproduce
popular	enforce	unequal	pleasure
reminded	endanger	unexpected	review
rotten	enclose	uncommon	rescue
divisor	rebuild	undefeated	forbidden

Remember:

its it's courage coffee

A

WORD WISE

- In the word **unfriendly**, the prefix **un** means "not". Write the LIST WORDS beginning with **un**. Next to each word write its opposite.
- Rewrite the sentences below using a synonym in place of each underlined word.
 - The rotten tomatoes had an **unpleasant** odour.
 - This player is our **undefeated** champion.
 - The botanist tried to rescue the **uncommon** flower.
- The prefix **re** means "back" or "again". Write the words that mean

(a) build again	(d) turn back
(b) produce again	(e) place or put back
(c) view again	(f) brought to mind again

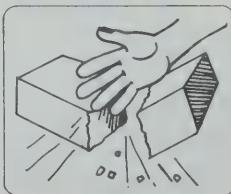
B

WORD WATCH

Word Builder



1.



Use karate chops to divide these words into syllables. Write them in syllables and put in the accents.

uncommon
enclose
coffee
rotten
forbidden
popular

- Try matching the prefixes in Box A with the root words in Box B. What words can you build? Write them.

the difference in use of **its** and **it's**.

Use the examples below to help the children see that **its** means "belonging to them" and **it's** is a contraction of "it is".

- **It's** too young to follow **its** mother.
- The baby is crying. **It's** time for **its** bottle.

PROVIDING FOR INDIVIDUAL NEEDS

Creative Writing: In this activity pupils will be encouraged to list words that imitate or are descriptive of sounds. Have the children read the poem, "Weather Is Full of the Nicest Sounds" by Aileen Fisher (if

available). In the poem, words that imitate nature are **rustles, tinkles, splishes, rumbles, pings**, etc. Challenge the children to investigate sounds made around them and write words that imitate them. Examples of such sounds are a dripping tap, paper being crumpled, chalk on the blackboard, etc.

DICTATION SENTENCES

1. **It's** time for **coffee**.
2. The **popular** police officer **reminded** us that it is **unpleasant** to **enforce** the law.
3. **Rotten** fruit could **endanger** the health.
4. They will **h**ild the

bridges.

5. The **undefeated** member had an **unexpected** setback.

6. Can you **reproduce** this **particular** picture?

7. The boy showed **courage** during the **rescue**.

8. **Review** the use of the **divisor**.

9. It was an **uncommon** **pleasure** to **represent** Canada.

10. The city must **enclose** **its** **unequal** park areas.

11. We were **forbidden** to play in the park.

ANSWERS

A
(1) unpleasant – pleasant, unequal – equal, unexpected – expected, uncommon – common, undefeated – defeated

(2)(a) The **decayed** tomatoes had a **disagreeable** odour.

(b) This player is our **victorious** champion.

(c) The botanist tried to **save** the **rare** flower.

(3)(a) rebuild (b) reproduce

(c) review (d) return (e) replace (f) reminded

B

(1) un com'mon, rot'ten, en close', for bid'den, cof'fee, pop'u lar

(2) **en** – enforce, endanger, encourage

un – unequal, uncommon, unpopular, unpleasant

re – rebuild, reproduce, review, represent, reminded

dis – discourage, displeasure

(3) equalling, equalled; encouraging, encouraged; representing, represented; rotting, rotted; expecting, expected; enforcing, enforced; endangering, endangered; rescuing, rescued.

(4) **re** minder, **re** pro duc tion, in equ al ity, en clos ure, en danger ed, un de feat ed, re pre sentative, un pleas ant ness

(5)(a) presentation, expectation

(b) rotten, forgotten, forbidden

(c) enclosure, pleasure (d) enforcement

(e) popularity, equality, national

(f) particularly, unexpectedly

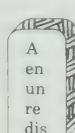
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(1)(a) It is a pleasure to have you for president.

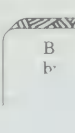
(b) In October it is time for the tree to shed its leaves.

(c) This bird can rebuild its nest.

(d) It is foolish to endanger our safety.



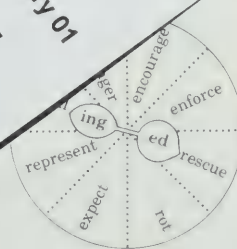
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Under the prefixes and underline the suffixes in these words:

enclosure	reproduction	inequality
representative	endangered	undefeated
		unpleasantness

5. Add

- (a) ation to present, expect
- (b) en to rot, forgot, forbid
- (c) ure to enclose, please
- (d) ment to enforce
- (e) ity to popular, equal, national
- (f) ly to particular, unexpected

C



WORD WIZARD

- It's is a contraction of it is. The apostrophe shows that the letter i from is has been left out.
- Its means belonging to it.

1. Write these sentences changing it's to it is. Be careful.
 - (a) It's a pleasure to have you for president.
 - (b) In October it's time for the tree to shed its leaves.
 - (c) This bird can rebuild its nest.
 - (d) It's foolish to endanger our safety.

UNIT 26

OBJECTIVES

- Prefixes **dis**, **sub**
- Suffixes **er**, **or**, **hood**
- Research Skills

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Have the children suggest the origin of the word **ocean** (Greek). Suggest to them that they research to find out more about it.

- boiler** — the **-oi** sound can be compared to the **-oy** of **employed**.
- motor** — some other words with **or** endings can be suggested.
- napkin** — the origin of this word should be explored.
- subway** — the prefix **sub** means "under" or "below".
- excited** — the prefix **ex** has lost its meaning of "out". This word is derived from the Latin, meaning to "stir up" or "call forth".

ACTIVITY AIDS

A WORD WISE

A(1) Point out to them that items (a), (b), (d), and (e) give lists of synonyms. They are to use these to discover the List Words that mean the opposite. Once the List Words are discovered, get the children to suggest synonyms for each. You may then be able to organize groups of synonyms and groups of antonyms for each of the List Words in those items. Items (c) and (f) are straight meanings, but could also be used by the children to discover antonyms and synonyms for the List Words which they represent.

A(2) The children will use the **SPECIMEN DICTIONARY** to find the meaning of the prefix **sub**. When it is found, help pupils discover that it is easy to get an insight into patterns of spelling and meaning of words when we know the meaning of the prefix. Use these words to help them discover this fact: **submerge**, **substandard**, **submit**, **substitute**.

- submerge**: to put under water
- submit**: to yield to the power of another
- substandard**: below standard
- substitute**: to put in the place of another

Have the children use the dictionary to find other words that have the **sub** prefix.

B WORD WATCH

B(1) Write the three words on the board and have the pupils indicate the parts that have unexpected spellings. You may have them write the words and circle these parts for extra study.

The following skills are reviewed in this section:

- B(2)** Identifying suffixes in words.
- B(3)** Adding a variety of suffixes to the same root word.
- B(4)** Adding suffix **ing** to root words ending in **long -i** spelled **ie**.
- B(5)** Pupils are introduced to the use of the suffix **hood** as a noun-maker. Remind them of the function of **ness** in words like **happiness**, **stillness**, **kindness**. Point out to them that in the same way the suffix **hood** changes a noun or adjective into an abstract noun.

B(6) Adding suffixes to form List Words.

26

employed	lying	insecure	dishonest
boiler	excited	indirect	unafraid
motor	napkin	disgrace	outfit
unpopular	subway	displease	envy
dying			neighbourhood

Don't forget:

answered dining ocean

A

WORD WISE

- Find and write six LIST WORDS that are opposites of the words below.

(a) firm, sure, safe	(d) fearful, timid
(b) straight, direct	(e) trustworthy, truthful
(c) to win approval	(f) liked by many



- (a) Find the meaning of the prefix **sub** in the **SPECIMEN DICTIONARY**. Write it.
 (b) Using the prefix **sub**, write
 - a word meaning "a boat that runs under the sea"
 - a LIST WORD meaning "an underground railway"

B

WORD WATCH Word Detective

- Write the words **dishonest**, **answered**, **neighbourhood**. Underline the letters that you think might need extra study.



Word Builder

- Write these words; underline the suffixes.

unpopularity	insecurity	motorize	envious
employer	outfitter	disgraceful	excitable
employment	excitement	dishonesty	envious
- S-t-r-e-t-c-h the word **excite**. Write the new words formed by adding the suffixes **s**, **ed**, **ing**, **able**, **ment**.
- Figure out this one!
 If **tie + ing = tying**, what are the answers to
 (a) **lying — ing?** (b) **dying — ing?**
- Build new words by adding the suffix **hood** to

neighbour	boy	false	father
child	woman	girl	nation



B(7) Matching syllables to form List Words.

B(8) Identifying changes in root words when adding suffix **ly**.

B(9) If the children memorize words with the **or** ending, it will help avoid confusion with other endings like **er**, **ar** and **our** which often spell the same sound.

Tell pupils that this sound is a **schwa** and **r** sound and it could be spelled **er** or **or**. Stress the importance of looking at a word to determine the spelling of this sound.

C WORD WIZARD

Demonstrate to the children the method of making an outline in order to collect the information. Show them that the outline will list

the topics of the paragraphs to be written and the order in which they are to be explained. Each paragraph topic is numbered with a Roman numeral, and statements telling how the topic is to be explained are identified by capital letters.

PROVIDING FOR INDIVIDUAL NEEDS

Handwriting and Speech Practice:

- Point out to the children the extra hump on **M** and have them practise writing **M** and **N**.
- Have the children create

tongue-twisters using these words: **lady, Hazel, label, ladle, idle.**

DICTATION SENTENCES

- He was **employed** to fire the boiler.
- The motor is **unpopular** in the neighbourhood.
- The **dying** were left **lying** on the battlefield.
- The sounds echoed through the subway.
- It is a **disgrace** to be so **excited** about nothing.
- Her **outfit** is the **envy** of all.
- There are **indirect** lights in the dining hall.
- We were **unafraid** of **displeasing** you.
- The **dishonest** boy **answered** the judge.
- Our **ocean** trip was unpleasant.
- The **insecure** girl dropped her table **napkin**.

ANSWERS

- A**
 (1)(a) insecure (b) indirect (c) displease (d) unafraid (e) dishonest (f) unpopular
 (2)(a) sub — under (b) submarine, subway

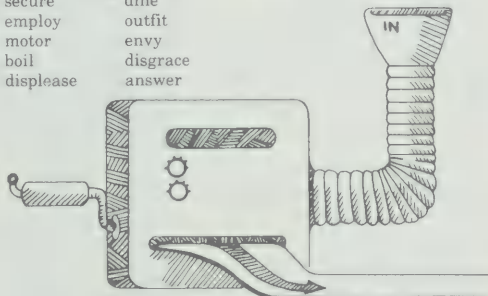
- B**
 (1) Answers will vary.
 (2) unpopularity, insecurity, motorize, enviable, employer, outfitter, disgraceful, excitable, employment, excitement, dishonesty, envious
 (3) excite — excites, excited, exciting, excitable, excitement
 (4)(a) lie (b) die
 (5) neighbourhood, boyhood, falsehood, fatherhood, childhood, womanhood, girlhood, nationhood
 (6) secured, securing; employed, employing; motored, motoring; boiled, boiling; displeased, displeasing; dined, dining; outfitted, outfitting; envied, envying; disgraced, disgracing; answered, answering
 (7) dis'grace', sub'way, nap'kin, dis'please', out'fit
 (8) dishonestly, insecurely, popularly, disgracefully, indirectly, neighbourly
 (9)(a) motor (b) separator, elevator (c) boiler (d) polisher, viewer, mixer, cleaner, sprinkler.

- C**
 (1) Answers will vary.

- Turn on the Suffix Machine.

Add ed and ing to each word below.

secure	dine
employ	outfit
motor	envy
boil	disgrace
displease	answer



- | | | | | |
|--------|-----|-----|-----|-----|
| grace | sub | kin | dis | out |
| please | way | dis | fit | nap |

Set up the tiles so that the syllables spell LIST WORDS. Write the words and mark the accents.

- Are any changes necessary when you add **ly** to these words?
 dishonest insecure popular
 disgraceful indirect neighbour



Names of machines, tools, and equipment often end in **or** and **er**.

- (a) Write the LIST WORD meaning "engine" that ends in **or**.
 (b) Add **or** to separate and elevate.
 (c) Write the LIST WORD that means "a tank for boiling".
 (d) Add **er** to polish, view, mix, clean, sprinkle.

C

WORD WIZARD

- (a) Use reference books to gather facts about one of these foods:
 coffee tea sugar cocoa
 (b) Organize your facts in a report.
 (c) Present your report to the class.

UNIT 27

OBJECTIVES

- Review of Guide Words
- Doubling Final Consonant
- Writing a News Report

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

This Unit contains several words which could be potential spelling problems because of the **schwa** sound in the unstressed syllables. As you present the words to the children, help them to see that the sounds in the unstressed syllables give no clue as to how the vowels in those syllables are to be spelled. Encourage them to memorize the spellings of the unstressed vowel sounds.

ACTIVITY AIDS

A WORD WISE

27

infant	treaty	regret	intend
proper	restrain	colonies	mercy
restless	planet	rocket	faithful
forward	atomic	orbit	mainly
pirate	painful	countries	canyon

Don't forget:

pilot's engine jacket

A WORD WISE

- (a) Write a meaning for each of these LIST WORDS:
rocket treaty canyon pirate
(b) Use each word in a sentence.
- Write the LIST WORDS that are antonyms of
unfaithful backward painless improper
- (a) Dictionaries can be used to check spellings, pronunciations, and meanings. Often, dictionaries list the derivatives or built forms of words, as well. Some dictionaries also tell how words came into our language and their original meanings.
(b) Look up planet in the SPECIMEN DICTIONARY. Read the information printed in square brackets [] at the end of the entry. This tells us that planet came into our language from the Greek [Gk.] word *planetes* meaning "wanderer."
(c) Now look up orbit in the SPECIMEN DICTIONARY. Tell how the word came into our language. (Hint: L. = Latin.)
- (a) Read these words:
homeward onward backward
leeward windward forward
(b) Write a meaning for the suffix ward.
(c) Do onward and forward always mean the same?
(d) What does the sailor's phrase "fore and aft" suggest to you about the root of forward? Check your dictionary.
- Do you remember how to use the guide words on a page in a dictionary? Practice will improve your dictionary skills. Write the LIST WORDS that you would expect to find on dictionary pages with these pairs of guide words:
(a) plan — plural (c) engagement — engross
(b) jab — jail (d) madness — many



Encourage the children to consult their dictionaries for meanings for all the words. They may then use the words indicated in A(1)(a) in written sentences.

A(2) While the children identify antonyms for the words, let them also suggest words that could be used as synonyms. Have them note that the antonyms are formed simply by changing, adding, or removing affixes.

A(3) points out one function of the dictionary as showing the origin of words. You may want to develop the term "etymology" to indicate this aspect of word study. Guide the pupils as they complete (b) and (c), then have them use an unabridged dictionary to discover the origin of these List Words: **pirate, rocket, infant, mercy.**

A(4), (5) Before the children write, develop these activities orally with them. Let them discover that **ward** as a suffix means "in the direction of". For (c), get pupils to see that although **forward** and **onward** are often used as synonyms, **forward** suggests looking or moving toward what lies ahead, while **onward** emphasizes moving or progressing toward a definite point. Develop this point with these sentences:
(a) We look **forward** to the coming of spring. (b) The car drove **onward toward** the city.

For (d), the children should be helped to see that the root of **forward** is **fore**. Explain the meaning of "fore and aft" as "from bow to stern".

B WORD WATCH

B(1) as introduced by the Word Watcher, focuses on the generalization related to adding suffixes **ed** and **ing** to words ending in single vowel, single consonant, in which stress does not fall on the final syllable.

In developing this generalization, have the children indicate the stress pattern in these words: **begin** (stress on final syllable — **be gin'**); **garden** (stress on first syllable — **gar'den**); **upset** (stress on final syllable — **up set'**); **offer** (stress on first syllable — **of fer**).

Get the pupils to see that in adding **ed** and **ing** to these words the final

consonant is doubled only in those words in which the stress falls on the last syllable (**begin, upset**). As pupils complete the activity, encourage them to think about the rule. For (c), get them to see that **outfit** is a compound word made up of **out** and **fit**.

B(2) Help the children discover the suffix **-cy**, a noun-maker, meaning "position or rank" or "quality, state or condition". Give examples like **captain + cy = captaincy**; **tenant + cy = tenancy**.

B(3) reviews adding suffixes to root words.

C WORD WIZARD

In Unit 16, the children were introduced to newspaper writing. Remind

them of the elements of a good newspaper report — answers to the questions **Who? What? Where? When? Why?**

Let them read some actual newspaper stories and discover whether they answer these questions. Develop a co-operative newspaper story on the board, pointing out writing conventions such as capitalization, punctuation and paragraphing.

PROVIDING FOR INDIVIDUAL NEEDS

Handwriting and Speech Practice:

(a) Some pupils may need to prac-

tise the correct formation of capitals **F** and **T**: **Friday, Finland, February, Thursday, Turkey.**

(b) Have the pupils practise saying these tongue-twisters, then have them make up others of their own.

- Will merry Mary marry Murray?
- Of all the saws I've ever seen saw, I never saw a saw saw as this saw saws.

DICTATION SENTENCES

1. The **restless** infant had a **painful** burn.
2. The **colonies** will bring **forward** a **treaty** to **restrain** **pirates**.
3. They **intend** to trade **mainly** with neighbouring **countries**.
4. They will explore the **planet** from the **rocket** while they **orbit**.
5. We **regret** that the enemy understands the **atomic** **engines**.
6. They were at the **mercy** of the invaders in the **canyon**.
7. The **faithful** **pilot** is highly trained.
8. The **proper** **jacket** could not be found.

ANSWERS

A

- (1)(a) an object or vehicle using a quickly burning fuel which causes it to move rapidly (b) an agreement between two nations (c) a narrow valley with high steep sides (d) a person who attacks and robs a ship
(2) faithful, forward, painful, proper
(3)(c) from the Latin word "orbis" meaning "circle"
(4)(b) in the direction of (c) No
(d) The root of forward is fore.
(5)(a) planet (b) jacket (c) engine
(d) mainly

B

- (1)(a) orbit, orbited, orbiting; rocket, rocketed, rocketing; pilot, piloted, piloting
(b) regretting, omitting, forbidding, forgetting
(c) Outfit is a compound word.
(2) Add suffix **cy**; infant - t + **cy** = infancy, pirate - te + **cy** = piracy
(3)(a) infantile (b) painless, faithless, merciless (c) intentional, colonial (d) restless, regretful, merciful (e) atomize, colonize (f) forwarded, restrained, intended (g) regrettable

C

- (1), (2) Answers will vary.

B

WORD WATCH Word Builder



In words like **rocket** and **orbit** which end in a vowel and final consonant, stress does not fall on the final syllable. Words like these do not double the final consonant when **ed** or **ing** is added.

6. (a) Follow the pattern above to complete this table:

	Root Words		
Suffixes	orbit	rocket	pilot
ed			
ing			

(b) Double the final consonant as you add **ing** to **regret** **omit** **forbid** **forget**

(c) Why do you think the above rule did not apply when you added **ed**, **er**, and **ing** to **outfit** in Unit 26?

7. Describe how the word **infant** becomes **infancy**, and **pirate** becomes **piracy**.

8. Make new words. Build your word power. Add

- (a) **ile** to **infant**
(b) **less** to **pain**, **faith**, **mercy**
(c) **al** to **intention**, **colony**
(d) **ful** to **rest**, **regret**, **mercy**
(e) **ize** to **atom**, **colony**
(f) **ed** to **forward**, **restrain**, **intend**
(g) **able** to **regret**

Use your dictionary to check the meaning of unfamiliar words, and be prepared to use any one of them in a sentence.

C

WORD WIZARD

1. In a news story the reader should be able to find answers to these questions: **Who? What? Where? When? Why?**

Read newspaper stories to see how this is done.

Write a news story as it might appear in a newspaper.

Use one of these headlines:

- (a) **Canada Puts Astronauts into Orbit!**
(b) **Life Discovered on Moon**
(c) **First Person Returns from Mars**
(d) **Interplanetary Fares to Go Down**



UNIT 28

OBJECTIVES

- Changing **y** to **i**
- Prefix **im**
- Apostrophe and **s**

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Read the whole List aloud to begin the presentation.

Select the words with double consonants first: **bottom**, **suffered**, **scatter**, **attract**, **marriage**, **carriage**, **alley**, **ally**, **attic**. Point out to the class that each of these pairs of double consonants is preceded by a stressed short vowel sound.

Next group the words beginning with the prefix **im**: **impolite**, **imperfect**, **impatient**.

Words with **y** endings can then be studied: **alley**, **ally**, **bury**. Watch the endings as other forms are made

from: **alley** — **alleys** (plural); **ally** — **allies** (plural), **allied**, **allying** (verb); **bury** — **buries**, **buried**, **burying** (verb), **burial** (noun). Compare: **marry** — **married**, **marrying**, **marriage**; **carry** — **carried**, **carrying**, **carriage**.

Then pair **inspection** and **population** for study.

ACTIVITY AIDS

A WORD WISE

A(1) focuses on the use of the dictionary to indicate the part of speech of a word. As the students consult their dictionaries to complete this activity, review the information that the dictionary gives. Develop these terms: Main Entry, Respelling (Pronunciation Guide), Syllabication, Inflectional Forms, Parts of Speech, Definition(s), Illustrative Examples, Origin (Etymology). Get pupils to see that all dictionaries do not give all this information and that some go into much more detail about a word than others.

A(2) Conduct this activity in the form of a quiz. Then challenge the pupils to devise clues from the meanings of other words and have others try to identify the words.

B WORD WATCH

The Word Watcher reminds the children about the generalization relating to the changing of **y** to **i** before adding suffixes **es**, **ing**, **ed**, etc. The words to be changed in the activity are unique since there are not many words with that spelling pattern. Have the students practise adding the suffixes to these words: **parry**, **tarry**, **intermarry**.

B(2) reviews identifying long vowel sounds in words. Work through the activity orally with the children.

B(3) reviews identifying syllables and matching them to form words.

The remainder of this section reviews the following skills:

B(4) Adding the prefix **im** to root words.

B(5) Writing the plurals of words in which the roots are changed and in others in which they are not changed.

B(6) Writing a variety of affixes with the same root word.

B(7) Adding a variety of suffixes (**ly**, **ing**, **ate**) to different root words.

28

inspection	attract	soda	ally
bottom	impolite	vast	bowling
consider	imperfect	marriage	population
suffered	patient	carriage	grace
scatter	turtle	alley	bury

Remember:

attic public whistle

A WORD WISE

1. Read the LIST WORDS in the box. Look them up in your dictionary. Complete the sentences with the names of parts of speech (*noun*, *adjective*).



- (a) The word **patient** is listed as an _____ and a _____.
- (b) The word **public** is listed as a _____ and an _____.
- (c) The word **whistle** is listed as a _____ and a _____.
- (d) The word **grace** is listed as a _____ and a _____.

2. Write the LIST WORDS that mean
 - (a) the people of a country or city
 - (b) examining closely
 - (c) to go off in all directions
 - (d) a country united with another by a treaty

B WORD WATCH



Remember the rule for adding suffixes to a verb ending in **y** preceded by a consonant.
Study this example: **bury** – **buries** – **buried** – **burying**

1. Add the suffixes **es**, **ed**, **ing**, **age** to **marry** and **carry**.

Word Detective

2. Find the long vowels in three easy steps!!
 - Say each word below.
 - Write each word.
 - Underline one long vowel in each word.

impolite	patient	ally
grace	population	soda



C WORD WIZARD

C(1) Before the pupils begin the activity, review with them the use of the apostrophe to indicate missing letters in contractions. Have them tell the contractions or long forms for the following: **isn't, they've, we will, should not, did not, can't, we're, you are, it's.** Then demonstrate the use of the apostrophe to show possession in these sentences:

- The **child's** leg was sore.
- My **sister's** car is beautiful.
- The **books'** covers were torn.
- Where are the **men's** raincoats?

Have the children make up sentences of their own in which possession is shown by the apostrophe. Then have them complete the activity.

PROVIDING FOR INDIVIDUAL NEEDS

Creative Writing: Challenge the pupils to make an object come alive. What would it be like to be the chair you sit in? Or the fork with which you eat? Give life to an object — any simple, everyday object — in a story: a toothbrush, a telephone, any object at all. Tell about its feeling, its interests, its thoughts.

DICTATION SENTENCES

- The **inspection** was stopped

- Careless Kermit has mixed up the syllables from ten **LIST WORDS**. Find the words and write them. Note: Three syllables are used twice.

tom	tur	fered	y
riage	bur	tract	mar
al	tle	tic	whis
ley	car	at	bot
		suf	

Word Builder

- Using the prefix **im**, write each pair of words as one word:
not perfect not patient not probable
not polite not possible not proper
 - Write the plural of each group of words.
- | Group 1 | | Group 2 | | Group 3 | |
|----------|--------|----------|--------|----------|--------|
| Singular | Plural | Singular | Plural | Singular | Plural |
| attic | _____ | ally | _____ | soda | _____ |
| alley | _____ | company | _____ | carriage | _____ |
| patient | _____ | country | _____ | whistle | _____ |
- S-t-r-e-t-c-h the word **attract**. Add as many prefixes and suffixes as you can to make new words or derivatives. You may use a dictionary.
 - Make new words! Add the suffixes
(a) **ly** to public, imperfect, impolite, patient, vast
(b) **ing** and **ed** to envy, bury, ally
(c) **ate** and **ation** to consider
(d) **ion** to populate, inspect
(e) **er** to whistle, suffer, bowl



C

WORD WIZARD

The apostrophe is used to show ownership as well as to show where letters have been left out in a contraction.

- Read the sentences below. Each time an apostrophe is used to show possession, score 3; each time an apostrophe is used in a contraction, score 2. What is the score for
(a) contractions? (b) possession?
• They're coming with Tom's book.
• The child's jacket isn't clean.
• Father's whistle couldn't be heard.
• We're coming at eight o'clock.
• It's the team's first home game.
• There's the place for the baby's carriage.



when a **turtle** was found at the **bottom** of the well.

- They **scatter** crumbs to **attract** the birds.
- The **patient** suffered a great deal.
- Soda** bottles lay behind the **bowling alley**.
- I would **consider** it **impolite** to leave during the **marriage**.
- France was an **ally** of England.
- The light in the **attic** is **imperfect**.
- The **public** bury their animals here.
- At the crossing, the train **whistles**.
- The **vast** population is still increasing.
- She has much **grace** in her carriage.

ANSWERS

A

- (1)(a) patient — noun, adjective
(b) public — noun, adjective
(c) whistle — noun, verb (d) grace — noun, verb
(2)(a) population (b) inspection
(c) scatter (d) ally

B

- (1) marry — marries, married, marrying, marriage; carry — carries, carried, carrying, carriage
(2) impolite, patient, ally, grace, population, soda
(3) bottom, carriage, marriage, turtle, whistle, attic, suffered, alley, bury, attract
(4) imperfect, impolite, impatient, impossible, improbable, improper
(5) **Group 1:** attic — attics, alley — alleys, patient — patients; **Group 2:** ally — allies, company — companies, country — countries; **Group 3:** soda — sodas, carriage — carriages, whistle — whistles
(6) attract — attracts, attracted, attracting, attractive, attraction, attractively, attractiveness, unattracted, unattractive, unattractiveness, unattractively
(7)(a) publicly, imperfectly, impolitely, patiently, vastly (b) envying — envied; burying — buried; allying — allied (c) considerate, consideration (d) population, inspection
(e) whistler, sufferer, bowler

C

- (1)(a) Score for contractions — 14
(b) Score for possession — 15

UNIT 29

OBJECTIVES

- Sound of **er** in Stressed Syllables
- **ch** in **ache**
- Use of **bad**, **worse**

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Have the children read through all the List Words, paying attention to the unexpected spellings in words like **sandwich**, **ache**, **lose**. Then group them for closer study. Take the single-syllable words first:

- **sense**, **lose** — both end in **se**
- **ideal**, **thief** — same vowel sound spelled differently
- **worst** — an unusual consonant blend
- **ache** — **ch** pronounced **-k**.

Next group **region**, **curtain**, **information**, noting the **ion**, **ain** spellings giving the same sound (**schwa**).

Take the **dom** words together: **seldom**, **freedom**.

Then, study together the two-syllable words which remain. Some have difficult and unusual spellings: **sandwich**, **husband**, **knowledge**, **practise**, **shoulder**, **object**.

ACTIVITY AIDS

A WORD WISE

All the activities in this section could be carried out while the words are being presented.

A(1) Get the pupils to make up sentences like those in the activity in which phrases are used in place of the List Words. They can trade their sentences with others to complete.

A(2) The word **sandwich** has an interesting history. Have the children consult reference books for information on the Fourth Earl of Sandwich, John Montagu.

A(3) The two pairs of words in this activity are often confused. Help the children develop memory tricks to aid them in remembering the spelling and meaning of each word.

A(4) In developing this activity, help the children discover other antonyms and synonyms for the given words. List them on the board, thesaurus-like, and have the children identify the shades of difference between meanings.

B WORD WATCH

B(1) Pupils are aware of the **er** in unstressed syllables as generally giving the **schwa** sound. Guide them through the activity and review the influence of **r** on vowels. Have the children check in their dictionaries to discover how the stressed **r-controlled** vowel is shown.

The rest of this section focuses on these skills:

B(2) Identifying List Words with various phonetic and structural features.

B(3) Substituting initial consonant blends and digraphs.

B(4) Forming compounds with **ache**.

B(5) Adding suffixes **ed**, **ation**, **ible**, and **es** to root words.

C WORD WIZARD

C(1) points out to pupils the difference between **practice** and **practise**. In the sentences they

29

sandwich	sense	lose	ideal
husband	interest	knowledge	curtain
area	seldom	practise	information
region	freedom	worst	object

Remember:

thief shoulder ache

A

WORD WISE

- Each phrase underlined in the sentences below has the same meaning as a LIST WORD. Rewrite the sentences using the LIST WORD. (You may have to make other changes in the sentences.)
 - "My partner in marriage does not often work late," exclaimed Mrs. Harris.
 - The person who steals tore down the hanging screen when he broke into the house.
 - I have a pain in the joint which connects my arm to my body.
- Learn about the origin of the word **sandwich**. Write a paragraph telling what you have discovered.
- These pairs of words are often confused. Look them up in your dictionary. Write sentences that show the meaning of each word.

cents
sense
lose
loose
- Write the LIST WORDS that are the opposite of

ignorance	nonsense	frequently
slavery		best.

B

WORD WATCH

- Vowels that are followed by **r** in a stressed syllable can be tricky. Listen to the stressed vowel + **r** sounds in these words as you write and say them:

first	mercy	heard
worst	curtain	courage

This sound is shown in some dictionaries as **-ër**.

write, let them make sure that **practice** with **ce** functions as a noun and with **se** as a verb. You may also want to point out the similar distinction between **advice** and **advise**. Have pupils notice the difference in pronunciation here.

C(2) The use of **er** and **est** added to adjectives to show comparison is reviewed. Go through the various generalizations relating to the addition of **er** and **est**:

- (a) No change to adjective: **small, smaller, smallest.**
- (b) Doubling final consonant: **fat, fatter, fattest.**
- (c) Changing **y** to **i**: **early, earlier, earliest.**

Review too, the use of **more** and **most** with multisyllabic words:

valuable, more valuable, most valuable.

Draw pupils' attention to the activity and have them read the examples. Get them to see that the forms of **bad** when used in comparison are **worse** and **worst**. If **bad, worse** and **worst** give degrees of badness, how can the following words be changed to show comparison of the qualities they describe: **little, good, many?**

PROVIDING FOR INDIVIDUAL NEEDS

Phonics:

- (a) Review root words and affixes by

having the pupils circle the prefix and underline the suffix in each word: explaining, uncomfortable, rebuilding, repainting, discoverer, unkindly.

(b) Divide these words into syllables: pilot, lazy, lady, spider, tiger, cedar, pirate, motel.

(c) Add a prefix to make a real word: safe, fit, fair, print, part, change, lock, like.

DICTATION SENTENCES

1. **Husbands seldom** make better sandwiches.
2. No **area** in the **region** has more stones.
3. The **curtain** hides the **object** from view.
4. A motor **loses** speed when it hits the **shoulder**.
5. The **thief** was given his **freedom**.
6. They have no **interest** in **practising**.
7. She has a good **knowledge** of history.
8. Please give me some **information**.
9. There is no **sense** in fighting.
10. This is the **worst headache** I have ever had.
11. We found an **ideal** spot to picnic.

ANSWERS

- A**
- (1)(a) "My husband seldom works late," exclaimed Mrs. Harris.
 - (b) The thief tore down the curtain when he broke into the house.
 - (c) I have an ache in my shoulder.
- (2), (3) Answers will vary.
- (4) ignorance — knowledge, non-sense — sense, frequently — seldom, slavery — freedom, best — worst.

- B**
- (1) first, mercy, heard, worst, curtain, courage
 - (2)(a) thief, freedom (b) ache (c) lose, husband (d) area (e) shoulder
 - (3) thief — brief, chief, grief
 - (4)(a) heartache (b) stomach ache (c) toothache (d) headache
 - (5) sensed, sensation, sensible; informed, information; interested; sandwiched, sandwiches; practised; ached

- C**
- (1), (2) Answers will vary.

Word Detective

2. Quick! Find these LIST WORDS! Write them.
 - (a) These two words have **-ē** written as **ie** and **ee**.
 - (b) In this word the **-k** sound is written **ch**.
 - (c) These two words have the **-z** sound spelled by **s**.
 - (d) This word has three syllables but only four letters.
 - (e) In this word **-ō** is written as **ou**.

Word Builder

3. Change the **th** in **thief** to **br**, **ch**, and **gr**. Write the new words.
4. The words below are compounds of the word **ache**. Read the clues for each word. Fill in the missing letters for each space.
 - (a) Pain in your heart? _ _ _ a _ _ _ ache
 - (b) You probably ate too much. _ _ _ _ _ c _ _ _ ache
 - (c) You surely need a dentist. _ _ _ _ _ hache
 - (d) Pain at the top. _ _ _ e _ _ _ ache
5. Several suffixes can be combined with some of the LIST WORDS to form new words. See how many new words you can make. Check your answers with your dictionary to be sure they are correct. Be prepared to tell the meaning of any of your new words.

sense sandwich
inform practise
interest ache

ed ible
ation es

C

WORD WIZARD

1. The word **practise** ending in **ise** is a verb. Write sentences using **practise** and **practising**.

To show degrees of comparison, we usually add **er** or **est** to an adjective.

small smaller smallest
Sometimes we use **more** and **most**.
more unusual most unusual.

2. A few adjectives change their form completely. Study the use of the underlined words in
 - (a) The reception on the radio is bad.
 - (b) It is worse today than it was yesterday.
 - (c) In fact, it is the worst we have had this week.

The words **bad, worse, and worst** give degrees of badness. Degrees of goodness are expressed in **good, better, best**. Write about the weather using these words.

UNIT 30

30

1	vast lying grace area object	envy orbit ally sense napkin	motor ideal alley lose mercy	dying bury soda worst turtle
2	rocket boiler canyon curtain attract	subway outfit infant seldom suffered	review mainly regret bottom rotten	rescue intend region scatter proper
3	pirate bowling treaty excited practise	painful husband planet consider	faithful restless planet freedom	patient restrain atomic popular endanger
4	indirect interest sandwich insecure reminded	divisor rebuild uncommon colonies	enforce unequal pleasure impolite	enclose unafraid disgrace marriage employed
5	carriage population unpopular particular neighbourhood	information inspection displease reproduce	knowledge imperfect dishonest undefeated	unexpected countries represent unpleasant forbidden

CHECK-UP

- If there are any words you did not master in Units 25 to 29, now is the time to work on them! Update your "problem" lists.
- It pays to look carefully at the endings of words. They are often tricky. You might start lists of words with endings that give you trouble, such as *et, it, ate, el, al, er, our, or*, and so on. Make a separate list for each ending. Study the words carefully.
- Good pronunciation will help you to spell! Try exaggerating each vowel and consonant sound in your words as you study them. For practice, say these words extra slowly and carefully:

husband	information	popular	rocket
restless	interest	imperfect	sandwich

OBJECTIVES

- Review
- Classifying Adjectives
- Similes
- Wordshop — Television

Note: This Review Unit may be completed in four teaching periods.

SKILLS REVIEWED

WORD MEANINGS

Word association	A(1)
Antonyms	B(1)

PHONETIC ELEMENTS

Rhyming	B(4)
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STRUCTURAL ANALYSIS & WORD BUILDING

Prefixes	B(1), (4)
Syllabication and accent	B(3)
Suffixes	B(4), (5)
Doubling final consonant	B(5)
Changing y to i	B(5)

LANGUAGE SKILLS

Descriptive words	C(1)
Similes	C(2)
Limericks	B(4)

ANSWERS

A

- (1)(a) A country might be an ally of another. (b) Planets orbit the sun. (c) Atomic fuel is used in some rockets. (d) A place for bowling is called an alley. (e) The turtle is slow in moving and so seems patient. (f) You may take sandwiches on a picnic.

B

- (1) indirect, unequal, disgrace, impolite, unafraid, uncommon, insecure, imperfect, unexpected,

A

WORD WISE

- Scholars study lessons.

Therefore scholars and lessons have something in common. What do these pairs of words have in common? Write sentences that connect the words in each pair.

- | | |
|---------------------|-----------------------|
| (a) ally — country | (d) alley — bowling |
| (b) orbit — planet | (e) patient — turtle |
| (c) atomic — rocket | (f) sandwich — picnic |

B

WORD WATCH

- Write the LIST WORDS that mean the opposite of the words below. Choose the correct prefix from the box to write each antonym.

direct	equal	grace	polite
afraid	common	secure	perfect
expected	popular	please	honest
defeated			pleasant



Word Detective

-

V A P O P U L A R E T C D L P
Y T O S J M A B E L O S E S L
Z T P O U N C O M M O N L L A
E R U S C A T T E R A E U I N
I A L E B P S T T W A F N N E
U C A N J O R O T T E N A F T
P T T S P R B M V O W L F O E
P E I E R P I R A T E S R R R
A M O R A A H O G L A T A M C
T S N O C I W O R S T S I A L
I K A N T N I E A S T F D T N
E P W B I F U R C M L A U I E
N S T R S U F F E R E D D O S
T O I X E L F T O A Z I B N O

Work with a partner. See who can find the most LIST WORDS in this puzzle. (There are 19 altogether.) Score 5 points for each word you find. Look both across and down. Letters may be used twice. Don't ruin the puzzle with marks from your pen or pencil.

unpopular, displease, dishonest,
undefeated, unpleasant
(2)

V A P O P U L A R E T C D L P
Y T O S J M A B E L O S E S L
Z T P O U N C O M M O N L L A
E R U S C A T T E R A E U I N
I A L E B P S T T W A F N N E
U C A N J O R O T T E N A F T
P T T S P R B M V O W L F O E
P E I E R P I R A T E S R R R
A M O R A A H O G L A T A M C
T S N O C I W O R S T S I A L
I K A N T N I E A S T F D T N
E P W B I F U R C M L A U I E
N S T R S U F F E R E D D O S
T O I X E L F T O A Z I B N O

(3) Group 1: cur'tain, boil'er,
mo'tor, pi'rate, sel'dom, so'da,
res'cue, nap'kin
Group 2: dis please', dis grace',
in tend', re view'
(4)

A patient lay suffering in pain,
His cries he could hardly restrain,
He thought he was dying,
And moaned "Here I'm lying,
I may never be perfect again!"

(5)	No Change in Root	Drop Final e
	review	grace
	suffer	excite
	inform	rescue
	Double Final Consonant	Change y to i
	rot	marry
	regret	mercy
	outfit	envy

C
(1), (2) Answers will vary.



3. Put the words below in two groups.

Group 1	Group 2
Accent on first syllable as in scat'ter	Accent on last syllable as in en close'
pirate	displease
curtain	intend
review	motor
boiler	seldom
rescue	soda
napkin	disgrace

Word Builder

4. Finish this limerick. Use the LIST WORDS in the box at the right. You may have to change the words by adding or taking away affixes (prefixes or suffixes) to make them fit the sense of the poem.

A patient lay suffering in _____,
His cries he could hardly _____,
He thought he was _____,
And moaned "Here I'm _____,
I may never be _____ again!"

painful
restrain
dying
lying
imperfect

5. Study the words below. Group them according to the rule you would use if you were adding a suffix beginning with a vowel:

No Change in Root	Drop Final e	Double Final Consonant	Change Final y to i
review	marry		outfit
suffer	mercy		envy
grace	rot		rescue
excite	regret		inform

C

WORD WIZARD

1. (a) Write these headings:

Sight	Sound	Taste	Touch
-------	-------	-------	-------

- (b) Group these descriptive words under the four headings:

bitter	sharp	blue	rough
clanging	crisp	sour	glittering

- (c) Write each word with a noun that it could describe.

2. You have often heard phrases like, "as high as the sky" or "as quiet as a mouse". Complete these "as . . . as" phrases.

- as heavy as
- as bright as
- as lonely as
- as angry as
- as happy as
- as wild as
- as light as
- as swift as

WORDSHOP Television

The activities in this Wordshop can all be done by the students working individually or in small groups. The chief focus of the Wordshop is to develop, through the use of research materials (print and non-print), an awareness and understanding of the role television plays:

- (a) as a source of entertainment,
- (b) as a source of news and information,

- (c) as a helpful tool in the fields of education and science.

The list of useful words could be used in initiating a discussion as to what television is. In such a discussion some pupils may be able to provide useful input on technical terms such as **audio**, **video**, **channel** and **cable** — terms of which others will have little or no knowledge. Encourage them to use reference books and other resources to discover meanings for these and other related words.

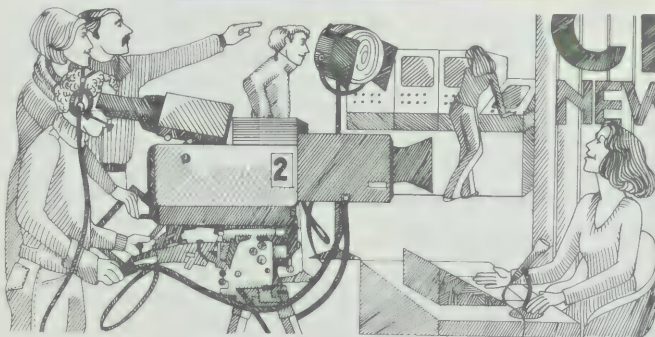
Activity 1 could be done as a small group activity. Encourage groups to select a popular TV show and explain how it is put together. The members of each group should assign themselves to research the part played by technicians involved in lighting, camera work, editing and so on, as well as by producers, directors, writers and actors. Each member could write what he found out about the particular job and, by reading about the show from magazines or the newspaper or by observing the credits while viewing

WORD SHOP

Television

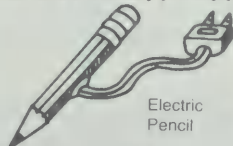
Some words you might want to use:

program	audio	channel
cable	video	network
antenna	listing	commercials



1. It takes many different people, doing different kinds of jobs, to bring television to you. Find out as much as you can about **one** of the following jobs in a TV studio:
lighting sound direction editing
2. (a) Make a list of your Top 10 favourite TV programs.
(b) Make a list of the five TV shows that you enjoy the least.
(c) Choose one of your favourite shows. Tell why you enjoy it.

Peanut
Butter



Electric
Pencil

3. Write a commercial for TV to introduce one of the items above. Keep your commercial short, simple, and to the point by choosing your words carefully.
4. Is TV too violent? Are there some shows that little kids should not be allowed to watch? Write a brief report entitled: TV Violence and Children.

it, be able to associate an actual name with the particular production personnel.

One aspect of television of which children are aware is the commercials. To help them understand some of the techniques of writers of commercials, encourage them to watch television for an evening and examine some of the commercials. What kinds of products were being advertised? How did the writer use words to persuade you to buy the product? What kinds of words were used?

Activity 3 The question "Is TV too violent?" is one that has been asked for many years. Some people feel that it is. Others say that to feed children TV programs that never arouse fear or disgust is equally bad for them. This activity allows the student to state his/her views on the subject. Perhaps you can get them into the problem by having them list the shows that should not be watched by their younger brothers or sisters. Stating the reasons why, could be the basis for their reports on **TV Violence and Children**.

EXTENSIONS

- (a) Organize a TV production crew. "Cover" an event in your classroom or school.
- (b) How does TV work? Find out about these aspects of TV production and transmission:
 - taking the picture
 - sending the picture
 - receiving the picture
- (c) List as many ways as you can think of in which TV is useful to us.

UNIT 31

OBJECTIVES

- Suffixes **or**, **en**
- **Schwa**
- Roots **port** and **graph**
- Use of **see**, **saw**, **seen**

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Begin the presentation by reading the complete Word List.

Select the words with **or** endings: **author**, **inventor**, **separator**, **elevator**. Refer pupils back to **motor**, studied in Unit 26. Break **separator** and **elevator** into syllables for study. Point out the vowel sounds in each word.

Take together **invention** and **objection**. Relate these words to other **ion** words: **action**, **selection**, **location**, **digestion**. Note that these words are nouns derived from verbs.

Next, group **jelly**, **colony**, **daisy**.

ACTIVITY AIDS

A WORD WISE

A(1) In developing the meaning of the List Word **report**, work through the activity with the children. Point out the advice of the Word Watcher and guide the children as they discover the words for (a), (b) and (c). Get the pupils to give the meanings of the prefix **ex** (from) and the suffix **er** (one who does). Demonstrate how it is possible to tell the meaning of the word **exporter** because of the knowledge of the prefix, root and suffix. Challenge the students to use other prefixes and suffixes with the root **port**. For example: **im** + **port** + **ing**, **re** + **port** + **ed**, **ex** + **port** + **able**.

A(2) The children are reminded of the meaning of the suffix **en**. Let them see that this suffix is a verb-maker. To what parts of speech is it added?

B WORD WATCH

B(1) The Word Watcher reviews the concept of the **schwa** sound. Remind the children that the **schwa** is probably the most common vowel sound in Canadian English. As they read the words in the activity get them to listen to the **-uh** sound of the vowels in each unstressed syllable.

B(2) helps the children to remember the hard parts of some words by introducing them to memory tricks.

B(3) The Word Detective items review unexpected spellings for **-f**, **-ô**, **-i** and **-sh** sounds.

B(4) The root **graph**, derived from Greek, is introduced. Have the students recall all the words they can think of with this root and list these on the board. Let them see that all the words have to do with some form of recording, writing or drawing. Get them to see that the word comes from the Greek word **graphos**, "to write". You may further develop meanings of derivatives of **graph** by explaining the meanings of Greek roots: **tele** = "far", **mimeo** = "copy"; **bio** = "life"; **photo** = "light". Develop their meanings in words like **photograph**, **telegraph**, **mimeograph**, **biography**.

B(5) reviews adding **ed** and **ing** to root words.

B(6) reviews forming the plural of words in which the **y** is changed to **i** before **es** is added.

31

railroad	separator	daisy	remove
president	elevator	impossible	machines
author	jelly	court	paragraph
invention	colony	examine	objection
inventor			lengthen

Remember:

frighten separate report

A



WORD WISE

An affix (prefix or suffix) does not always change the meaning of the root. Sometimes it only changes the work the root does.

- The root of **report** comes from the Latin word *portare* meaning "to carry". Think of the prefixes we can add to the root to build words that mean
 - (a) to carry back news
 - (b) to carry goods into one country from another
 - (c) to carry out goods to another country
 Write each new word and underline the prefix.
- Adding the suffix **en** to the word **cheap** produces a verb meaning "to make cheap."
 - (a) Write the LIST WORD that means "to make long". Underline the suffix.
 - (b) Add the suffix **en** to these words and write their new meanings:

broad	deep	soft	fright
strength	height	hard	loose

B



WORD WATCH

Remember the schwa sound (-ə). Schwa is the vowel sound sometimes heard in unaccented syllables. When you hear this sound in a word, be careful of the spelling!

a round' sail'or op'erate

Say these words with the schwa sound. Write the words and underline the syllables that give the schwa sound.

possible	inventor	elevator	objection
author	machines	separator	frighten

C WORD WIZARD

C(1) To motivate pupils, challenge them to give information such as what they were wearing the day before, the colour of their best friend's eyes, etc. Get them to see that many people "see" things but they do not truly observe them. Direct the children to the activity and let some of them paint oral pictures of the last thing they observed at home that morning.

C(2) focuses on the use of **see**, **saw**, **seen**. Study the chart with the children and get them to see, through the following examples, that **seen** is always used with a helper.

- Many students **saw** the play.

- Some **had seen** it last year. Challenge them to compose sentences in which **see**, **saw** and **seen** are used.

PROVIDING FOR INDIVIDUAL NEEDS

Phonics:

- Circle the letters that give the -f sound: alphabet, dolphin, elephant, phonics, pheasant, photograph.
- Make these words into names of people or things that do work (add **er** or **or**): separate, invent, write, peddle, sail, elevate.
- Add a blend or digraph in each space: -id, -isp, -ell, de-, -at, -amp.

- Linking words together sometimes helps us to remember the difficult parts. Write these pairs of words and underline the parts that are the same:

- separate paragraph
- Chinese machines
- eleven elevators
- then lengthen

Word Detective

- Find these LIST WORDS:

- One that has an -f sound, written ph.
- One that has -ó as in walk, written au.
- Two that have -ā written ai.
- One has -ī written igh.
- One has -sh, written ch.

Word Builder

- The root graph in paragraph means "writing" and is derived from Greek.

- Write new words by combining graph with other Greek roots:

- auto ("self")
- phono ("sound")
- photo ("light")
- tele ("far off")

- Write a meaning for each new word.

- See if you can find the origin of the word **paragraph**. Where would you look?

- Write new words. Add **ed** and **ing** to court lengthen remove examine

- Be careful as you write the plurals of

(a) daisy	jelly	colony	study
(b) machine	president	inventor	railroad

C WORD WIZARD

- Test your powers of observing and remembering. Describe the last thing you saw in your home this morning. What did it look like? Where was it? What other objects were near it? Write about it.
- Study the forms of the verb to see.

Present Tense	Simple Past Tense	Past Tense With Helper
see	saw	has have seen had

Note: The verb form **seen** always takes a helper.

Write sentences to show the uses of **see**, **saw** and **seen**.

DICTATION SENTENCES

- The **president** is an inventor of machines.
- The **author** made an **objection** to the **report**.
- The **invention** of the railroad was a great step forward.
- The **court** examined the **prisoner**.
- The **separator** is used to **separate** the grain from the straw.
- Do not **lengthen** your **paragraph**.
- Frighten** the bee away from the **daisies**.
- Remove** the **jelly** from the shelf.
- It is **impossible** to use the **elevator**.
- Freedom was granted to the **colony**.

ANSWERS

A

- (1)(a) report (b) import (c) export
- (2)(a) lengthen (b) broaden, deepen, soften, frighten, strengthen, heighten, harden, loosen.

Meanings: To make broad, deep, soft, etc.

B

- (1) possible, inventor, elevator, objection, author, machines, separator, frighten
- (2)(a) separate paragraph (b) eleven elevators (c) Chinese machines (d) then lengthen
- (3)(a) paragraph (b) author (c) railroad daisy (d) frighten (e) machines
- (4)(a) autograph, phonograph, photograph, telegraph (b) autograph — your name written by your own hand; phonograph — a machine for listening to the recording of sound; photograph — to make a picture using light falling on film; telegraph — to send messages for long distances (c) paragraph: from the Greek words para (beside) + graphos (write). At one time writers identified a new paragraph by writing a symbol in the margin.
- (5) courted, courting; lengthened, lengthening; removed, removing; examined, examining
- (6)(a) daisies, jellies, colonies, studies (b) machines, presidents, inventors, railroads

(1), (2) Answers will vary.

UNIT 32

OBJECTIVES

- Derivatives
- el Ending
- Doubling Final Consonant
- Changing y to i

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Begin the presentation by reading all the List Words slowly. Have the class listen carefully to the pronunciation as they watch the spellings. Take the first group for study: **travel, gravel, shovel, dial**. In all of these words, the final **l** is doubled when an ending is added, as in **travelling**. Point out the **schwa** in the unstressed syllable.

Then group the following: **poet, create, exit, piano**. Pronounce each of these words distinctly so that each syllable is heard. Write them on the chalkboard in syllables, showing the stress in each case: **cre ate', po'et**,

ex'it, pi an'o. In these words, each vowel is pronounced separately.

Next, for contrast, present **brief**, in which the two vowels give one sound only.

Then, group together **supply, reply, copy**. Draw attention to the different pronunciations of the y endings.

Add **applied** and **buried** to this group. Write on the chalkboard: **bury — buried, apply — applied, copy — copied**, to show how the y endings change in these words.

ACTIVITY AIDS

A WORD WISE

A(1) provides a graphic example of the way the addition of suffixes changes the spellings and meanings of root words. Point out the list of derivatives from **create** and have the students read them. Get them to tell the word part that is common to each. What change was made to the root word before each suffix was added? What is the meaning of each suffix — **or, ion, ive, ure**? How do they change the root word? Have the children match each derivative with its meaning, and challenge them to modify the meanings of **advertise** and **apply** in the same way.

A(2) Develop this activity orally while the List Words are being studied for meanings. Pupils will no doubt be able to suggest other antonyms and synonyms for the words in the activity.

B WORD WATCH

B(1) calls for the children to identify words in which pairs of vowels are sounded separately; in which there are double consonants; and in which there is an el ending.

B(2) gives practice in using the suffix **un** to show the opposite meanings of words.

B(3), (4) Develop these activities orally, then have the children write the words. Remind them of the doubling of the final syllable in **B(3)(a)** and the changing of y to i in **(b)**.

C WORD WIZARD

C(1) reintroduces the children to the form of haiku poetry. Go through the instructions with them reminding them of these features of the haiku:

(a) It is made up of three lines that do not have to rhyme.

32

dial	exit	enjoyable	allowed
poet	piano	travelling	expressed
supply	advertise	entrance	publish
create	buried	hardware	gravel
applied			brief

Remember:

copy shovel travel reply

A

WORD WISE

1. Notice the words built from the LIST WORD **create**. Match each word with the correct meaning.

- Something created
- To make or bring into being
- One who creates
- Having the ability to create
- A living being



2. Match the Antonyms

Arrange the following words into pairs of antonyms.

allowed	ask	exposed	buried
create	brief	destroy	forbidden
entrance	reply	long	exit

B

WORD WATCH Word Detective

1. Find these LIST WORDS:
(a) —, —, and — each have a pair of vowels sounded separately.
(b) — is a compound word.
(c) —, —, —, and — all have double consonants.
(d) —, —, and — have el endings.

Word Builder

2. Quick Quiz

Use the prefix **un** to make new words, meaning

- | | |
|-------------------------|------------------------------|
| (a) books not published | (c) materials not supplied |
| (b) ideas not expressed | (d) a special not advertised |



(b) The lines together have seventeen syllables as outlined in the instructions.

(c) It is generally a snapshot of nature or the outdoors.

Point out these features of the haiku, using the poem in the example, then have the children create some of their own.

C(2) Provide the children with the classified ad section of newspapers and have them study the kinds of information given where used articles are offered for sale. Do the ads give an interested buyer enough information to want to find out more about items which are advertised? When the children write, encourage them to give only information that will be absolutely necessary.

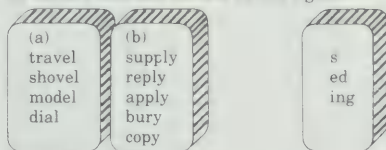
PROVIDING FOR INDIVIDUAL NEEDS

1. Creative Writing: Encourage the children to create advertisements for imaginary or ridiculous products or articles. Perhaps they could use the made-up names of objects from their creative writing lesson in the last Unit. Who would want to buy a used gray hair extractor, or a genuine harness for a performing dog flea? Let the children enjoy themselves as they create ads for their crazy products.

2. Phonics:

(a) Divide these words into syllables:

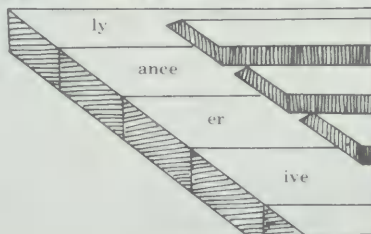
3. Write the words that can be formed by connecting the words on the left with the suffixes on the right.



4. Which suffixes can you use with each word below to form new words? Use the suffixes on the keyboard. Check with your dictionary.

Root Words

allow
create
brief
supply
advertise
express
travel
apply
enter
publish



C

WORD WIZARD

1. Do you remember the kind of writing called haiku? A haiku is a compressed thought about nature. It has three lines containing seventeen syllables:
Line 1 — five syllables
Line 2 — seven syllables
Line 3 — five syllables

Here is an example:

High up in the sky
The little kite wags its tail —
It's welcoming spring!

Look around you and write a haiku!

2. Pretend you have a used piano for sale. Write the advertisement you would like to place in a newspaper, offering it for sale. What information will the ad contain? What words will you use to describe the piano? Remember, each word costs you money.

bles: create, poem, ruin, lion, dial, diet, radio, piano, polio, cruel, trail.
(b) Write two rhyming words for each word: gift, plot, stock, drink, sniff, gasp.

DICTATION SENTENCES

1. The **travelling poet** visits many places.
2. Can you **supply** the number to **dial** for their office?
3. There is a **shovel** at the **entrance** to the **gravel** pit.
4. The great man **creates** music for the **piano**.
5. Only a **brief reply** was **allowed**.
6. We **published** a **copy** of his story.
7. **Advertise** for help at the **hardware** store.
8. It was **enjoyable** hunting for the **buried** treasure.
9. At the **exit** we **expressed** our pleasure to our host.
10. He has **applied** to the **travel agent**.

ANSWERS

A

(1) create — to make or bring into being; creator — one who creates; creation — something created; creative — having the ability to create; creature — a living being
(2) allowed — forbidden, create — destroy, entrance — exit, ask — reply, brief — long, exposed — buried

B

(1)(a) dial, piano, create, poet (3)
(b) hardware (c) supply, applied, travelling, allowed, expressed
(d) travel, shovel, gravel
(2)(a) unpublished books (b) unexpressed ideas (c) unsupplied materials (d) unadvertised special
(3)(a) travels, travelled, travelling; shovels, shovelled, shovelling; models, modelled, modelling; dials, dialled, dialling
(b) replies, replied, replying; supplies, supplied, supplying; applies, applied, applying; buries, buried, burying; copies, copied, copying
(4) allowance; creative; briefly, briefer; supplier; advertiser; expressly, expressive; traveller; appliance; entrance; publisher.

C

(1), (2) Answers will vary.

UNIT 33

OBJECTIVES

- Rule of Stress Reviewed
- Comparison With Adjectives

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Read the List Words slowly to the class, stressing the vowel sounds.

Take as the first group for study the words with long -u and long -oo sounds: **regular, valued, losing, juicy**. The **ar** ending of **regular** should be stressed.

Then take **holy, polite, omitted, lonely**, for the long -o sounds.

Naughty and **daughter** have the -ô sound as in **walk**, spelled **augh**. Next, take the three words with -oy sounds: **foil, noisiness, voyage**. Note the two spellings for the same sound.

Then group the words with y

spellings: **holy, naughty, hymn, thirsty, juicy, weary, stately, steady, lonely, friendly**. Some of these have already been studied, but are re-examined here to compare the sound given by the y in each word.

ACTIVITY AIDS

A WORD WISE

A(1) Before you assign the children to complete the activity, discuss the phrases orally with them, first developing the meaning of the List Word in each. Next, get the children to explain what the phrase as a whole means. What does "a naughty puppy" mean? Get the children to see that the words by themselves do not have as much meaning as when they are in phrases. (Point out that the word "naughty" by itself could mean a "naughty child", "a naughty boy," etc.) With other words still more meaning is added.

A(2) Develop this activity while the words are being presented. As was done in previous activities involving antonyms, get the children to suggest other words that could be classed as antonyms of the List Words in the activity. Have them do the same for other List Words.

B WORD WATCH

B(1) Refer to activity B(1) in Unit 27 where the stress pattern of **orbit**, **rocket** and **pilot** was discussed. Recall to the pupils that in these words the stress falls on the first syllable. In this case, when adding a suffix to the words the final consonants are not doubled (**orbit** — **orbited**, **rocket** — **rocketed**, **pilot** — **piloted**). Review the addition of suffixes to a monosyllabic word. Get the children to see that since there is only one syllable, it is stressed and therefore the final consonant is doubled. Lead the children to see that this rule holds good, too, in multisyllabic words in which the stress falls on the final syllable. Guide them through activity B(1) to reinforce this concept, then have them complete these examples using **ing**: **propel, excel, forgot, regret, forbid, forget, commit, expel**.

B(2) calls for the pupils to identify the -oy sound, **short -e** spelled **ea**, -ô spelled **augh** and **short -e** written **ie**.

The remainder of this section reviews these skills:

33

noisiness	naughty	juicy	largest
regular	hymn	weary	omitted
losing	polite	stately	stopped
holy	thirsty	steady	foil
valued			voyage

Remember:

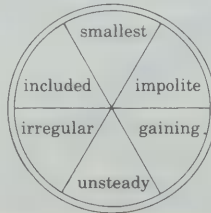
lonely daughter friendly easiest

A

WORD WISE

- Write complete sentences with each of the following:
 - the polite child
 - regular practice
 - silver foil
 - naughty puppy
 - losing speed
 - ocean voyage
- Opposite Spin

Write the LIST WORDS that are antonyms of the words on the wheel.



B

WORD WATCH



In the word **omit**, the stress is on the final syllable. Since **omit** ends in a single consonant preceded by a single vowel (VC'), it doubles its final consonant when a suffix is added. **omit** — **omitted**, **omitting**

- Added **ed** and **ing** to
 - permit
 - stop
 - admit
 - fit
 - submit
 - rot
 - remit
 - top



Word Detective

- Find and write these LIST WORDS:
 - three words that have the -oy sound as in **boy**
 - one word that has -ë written **ea**
 - two words that have -ô written **augh**
 - one word that has -ë written **ie**

B(3) Identifying List Words that rhyme with given words.

B(5) Adding suffixes **er, est, ly** and **ness** to words ending in **y**.

C WORD WIZARD

C(1), (2), (3) The activities in this section review the inflection of adjectives to show comparison. Refer the pupils to activity C(2) in Unit 29. Guide the pupils through the example given, then have them complete activities C(2) and (3).

PROVIDING FOR INDIVIDUAL NEEDS

Creative Writing: The children

are aware that radio commercials are made to sell a product or service. Challenge them to write their own commercial. What do they want to sell? Is it something that every child should have? Then tell the people why they should buy it. Encourage them to write commercials for ridiculous products such as a face cloth that gets rid of freckles, a musical flyswatter, a mechanical eraser, or a pillow that makes a movie of your dreams.

DICTATION SENTENCES

1. The father checked his **naughty** daughter.
2. The **thirsty** boys **valued** the

juicy oranges.

3. A **voyage** can be long and **weary**.

4. It would not be **polite** to talk during the **hymn**.

5. We were **losing** sleep because of their **noisiness**.

6. He was **friendly** to the **holy** poet.

7. A **steady** wind blew over the **lonely** field.

8. The **largest** fruit was the **easiest** to pick.

9. We **omitted** the **stately** dance from the program.

10. There are no **regular** travellers in this region.

11. A layer of tin **foil** **stopped** the paint from soiling the floor.

ANSWERS

A

(1) Answers will vary.

(2) included — omitted, irregular — regular, unsteady — steady, smallest — largest, impolite — polite, gaining — losing

B

(1)(a) permit, permitted, permitting; admit, admitted, admitting; submit, submitted, submitting; remit, remitted, remitting

(b) stop, stopped, stopping; fit, fitted, fitting; rot, rotted, rotting; top, topped, topping

(2)(a) noisiness, foil, voyage,
(b) steady (c) naughty, daughter
(d) friendly

(3) only — lonely, choosing — losing, Lucy — juicy, delight — polite, cheery — weary, dim — hymn, royal — foil, wholly — holy

(4)(a) ready (b) haughty (c) laughter
(d) police (e) lately (f) loving

(5)(a) juicier — juiciest, lonelier — loneliest, noisier — noisiest, holier — holiest

(b) holiness, weariness, loneliness, stateliness

(c) thirstily, noisily, steadily, wearily

C

(1) fast, faster, fastest

(2) friendly, friendlier, friendliest; easy, easier, easiest; weary, wearier, weariest; large, larger, largest; close, closer, closest; firm, firmer, firmest; near, nearer, nearest; quick, quicker, quickest

(3) polite, more polite, most polite; popular, more popular, most popular; famous, more famous, most famous

3. Rhyme Time

Write the LIST WORDS that rhyme with
only choosing Lucy delight
cheery dim royal wholly



Word Builder

4. Study these examples of Word Math:

thirsty — s = thirty foil — f + sp = spoil

Now try these on your own:

- (a) steady — st + r = (d) polite — t + c =
(b) naughty — n + h = (e) stately — st + l =
(c) daughter — d + l = (f) losing — s + v =

5. What must you remember to do when adding er, est, ly, and ness to words ending in y?

Keep this in mind as you add

- (a) er and est to juicy, lonely, noisy, holy
(b) ness to holy, weary, lonely, stately
(c) ly to thirsty, noisy, steady, weary

C

WORD WIZARD

1. Compare these vehicles by writing different forms or degrees of the adjective fast.

Positive degree	Comparative degree	Superlative degree
A dragster is	A jet airplane is	A rocket is the
...	... than a dragster.	... of all three.

2. Now write these headings and complete the table, using the words below. (Remember to change the roots where necessary.)

Positive degree		Comparative degree		Superlative degree	
friendly	easy	weary		large	
close	firm	near		quick	



When words are too awkward to say with er and est, we use more and most: valuable, more valuable, most valuable.

3. Use more and most as you add these words to the chart you made in question 2.

polite popular regular famous

UNIT 34

OBJECTIVES

- Review of Affixes
- Using Blends
- Rule of Stress (an exception)
- Poster Making

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

Begin the presentation by reading the complete List aloud to the class.

Select the words with **ion** endings for study first: **mission, fashion, subtraction**. All three words have the sound of **-shən**, although the consonants before the **ion** differ in each case.

Next take: **camera, cigar, zero**. Each of these words has a different pattern of single vowel sounds giving syllables. Write the syllable breakdown of each word on the chalkboard: **cam'er a, ci gar', ze'ro**. Point out the stress and the long and short vowel sounds, in each

word.

Then take **nylon, carnival, gasoline, envelope, tobacco**. Note the spelling of the vowel sounds in each of these words and again break the words into syllables: **ny'lon, car'ni val, gas'o line', en've lope, to bac'co**.

Next take **interview**. Refer pupils to their dictionaries for the derivation of this word, from the root **view** and the prefix **inter**.

ACTIVITY AIDS

A WORD WISE

A(1) Before the pupils attempt to go to the List Words to match the meanings, let them suggest words that relate to the meanings from within their experience. They may then verify their responses by identifying the List Word for each meaning. Have them do the same using other List Words.

A(2) The multiple-meaning words **concert, zero, and mission** are spotlighted. Besides the meanings derived from the SPECIMEN DICTIONARY, let pupils consult their dictionaries for other meanings and have them use all the meanings orally in sentences. Other words in the List could be treated in the same way.

A(3) supplies the origin of the word **carnival**. Point out to children that the term **carnival** is still often used in countries with large Catholic populations to celebrate the coming of Lent. In countries where Lent is not so widely observed, the term **carnival** has lost its original meaning. Pupils may consult a dictionary to find out more about the word.

B WORD WATCH

B(1) Pupils identify small words in larger ones.

B(2) Identifying words with the **hard** and **soft** sound of **c** and **long -i** spelled **y**.

B(3) Recognizing common syllables in words.

B(4) Adding various affixes to the same root word.

B(5) Adding prefixes and suffixes to the root **tract**.

B(6) Adding blends to the word **ashes**.

34

interview	camera	subtraction	gasoline
mission	nylon	remainder	cigar
fashion	envelope	carnival	tobacco
insects	ashes	concert	worship

Don't forget:

zero doesn't

A

WORD WISE

- Use these clues to write the matching LIST WORDS.
 - dried leaves used in cigars
 - small creatures with six legs
 - a paper wrapper for a letter
 - what remains after something is burned
 - style
 - does not
 - a fuel derived from oil
- Check the SPECIMEN DICTIONARY and write three meanings each for **mission** and **zero** and two meanings for **concert**. Write a sentence for each meaning.
- Originally, a **carnival** was the feast held before Lent. It came from the Latin *carne* meaning "flesh". It referred to the religious custom of giving up meat for Lent.

Today we use **carnival** differently.

Write a sentence telling what you think **carnival** means.



B

WORD WATCH Word Detective

- Some LIST WORDS end with these small words. Search them out. Write them and underline the small words.
line era elope action ship view
- Track down and write the LIST WORDS that have
 - double consonants (Underline them.)
 - a soft -c
 - a hard -c
 - a long -i spelled y
- Write these words; underline the parts that are the same.
world worship worth



- B(7)** Identifying an exception to the rule of stress.
B(8) Writing the singular or plural forms of words.
B(9) Substituting vowels in words.

C WORD WIZARD

C(1) In Unit 22, section C, pupils were introduced to planning and designing posters. Refer to that activity and review the important elements of an effective poster. In this attempt, pupils may depict the mood of the posters they design by either the choice of words or the use of pictures. Again you may want to carry out this activity in conjunction with an actual class or school activity.



Word Builder

4. Build new words from view using the prefix and suffix bricks.
- | | | | | | | |
|---|----|----|-----|----|-----|-------|
| s | ed | er | ing | re | pre | inter |
|---|----|----|-----|----|-----|-------|
5. Many words can be made using the root tract (to pull or draw).
 (a) Write tract with the prefixes sub, ex, con, and dis.
 (b) Write tract with the suffixes or and ion.
 (c) Use each new word in a sentence.

6. Add the blends on the wheel to ashes. Write the new words.



7. Worship is an exception to the "rule of stress". The accent is on the first syllable, yet the p is doubled when a suffix beginning with a vowel is added.
 Double the p as you add er, ed, ing to worship.
8. Copy and complete this table:

SINGULAR	PLURAL	SINGULAR	PLURAL
ash	cameras	insect	interviews
—	cigars	—	envelopes
—	zeros	—	fashions

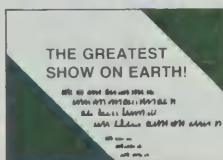
9. Be a magician!

- (a) Change o in worship and you have a battleship.
 (b) Take a from remainder and you help your memory.
 (c) Change z in zero and you are brave.
 (d) Put p in insect and you examine something.

C

WORD WIZARD

- 1.



Plan a poster to advertise ■ carnival or a concert. What information will you give?
 Which words will you make stand out? How will you show the mood of the carnival or concert in your message?

PROVIDING FOR INDIVIDUAL NEEDS

Phonics:

- (a) Divide these words in syllables:
omit, devil, hazy, atom, pity, ruby, unity, echo, veto, soda.
 (b) Write a homonym for each of these words: **here, four, plane, beets, heard, write.**
 (c) Write two rhyming words for **raise, shell, chess, double.**

DICTATION SENTENCES

1. The **interview** was held at the

mission.

2. **Ashes** fell from the **cigar**.
 3. **Nylon** goods are in **fashion**.
 4. We took the **camera** to the **carnival**.
 5. The **remainder** of the **gasoline** was used.
 6. They gave away **tobacco** to the workers.
 7. The tickets for the **concert** are in the **envelope**.
 8. This **doesn't** kill the **insects**.
 9. We **worship** in the chapel.
 10. Make your **zeros** plainly in the **subtraction**.

ANSWERS

A

- (1)(a) tobacco (b) insects
 (c) envelope (d) ashes (e) fashion
 (f) doesn't (g) gasoline
 (2) **zero** 1. nothing 2. the numeral 0 3. the freezing point of water in degrees Celsius (0°C)
mission 1. an important errand 2. a group of people sent abroad on special business 3. an organization for spreading a religion
concert 1. a musical entertainment 2. pertaining to a concert
 (3) Answers will vary.

B

- (1) **gasoline, camera, envelope, subtraction, worship, interview**
 (2)(a) **mission, tobacco** (b) **concert, cigar** (c) **insects, camera, subtraction, carnival, concert, tobacco**
 (d) **nylon**
 (3) **world, worship, worth**
 (4) **views, viewed, viewer, viewing; review, reviews, reviewed, reviewer, reviewing; preview, previews, pre-viewed, previewing; interview, interviews, interviewed, interviewer, interviewing**
 (5)(a) **subtract, extract, contract, distract** (b) **tractor, traction**
 (c) Answers will vary.
 (6) **squashes, smashes, thrashes, splashes, flashes, clashes**
 (7) **worshipper, worshipped, worshipping**
 (8) **camera — cameras, interview — interviews, ash — ashes, insect — insects, cigar — cigars, envelope — envelopes, zero — zeros, fashion — fashions**
 (9)(a) **warship** (b) **reminder** (c) **hero** (d) **insect**

C

- (1) Answers will vary.

UNIT 35

OBJECTIVES

- ure Ending
- ward as a Root
- Rhyming Riddles

Note: A test-study-test approach is recommended.

IDEAS FOR PRESENTATION

This Unit contains a variety of spelling patterns, several of which are familiar to the students. Read the List Words aloud to the class, stressing the pronunciation of the more difficult words. First select the words with the **ure** ending: **creature, furniture, measure, failure.**

Note the similar spelling but differing pronunciations of **creature** and **measure**. Then consider the other word with **ea** spelling: **heaven.** Also take the other **ai** spellings: **trailer, against.** Group the words: **sketch, neglect,**

midnight. Study the consonant blends and note the prefix **mid.**

ACTIVITY AIDS

A WORD WISE

A(1) The students should enjoy the Word Square. If any students have difficulty in unscrambling the words, point out that they all have seven letters. This will be a useful clue to enable them to begin the puzzle.

A(2) Encourage the children to use their dictionaries to find other meanings for the words listed. Get them to classify all the meanings as **noun, verb** or **adjective.** Have them select some of the meanings and illustrate them in oral, then written, sentences.

B WORD WATCH

B(1) The ending **ure** poses many problems for children. Have the pupils say the List Words **measure, furniture, creature, and failure.** Get them to see that **measure** has a **-zher** sound, **creature** and **furniture** have **-chər** sound, while **failure** has a **-yər** sound. Have the children read the words in part (b). Get them to classify them in this way: **-ch:** puncture, pasture, picture, moisture, adventure **-zh:** pleasure, treasure. Remind the children that the **-ure** sounds the same (**-yər**) in all the words. It is the **t** and **s** which give the words the different pronunciations. Write the following words on the board and have the children read them, noting the ending sound:

- (a) **sculpture, future, gesture, lecture, mixture**
(b) **enclosure, exposure, leisure**

B(2) The use of **ward** as a root word is developed. Remind pupils of the meaning of **ward** as a suffix, discussed in Unit 27, A(4). Point out activity B(2) and guide pupils to discover the root word **ward** meaning "keep" or "guard". Complete the activity orally with them.

The remainder of the activities in this section review these skills:

B(3) Adding the suffix **mid** to root words.

B(4) Writing plurals.

B(5) Adding suffixes.

C WORD WIZARD

Children should have much fun working through the activities in this section.

35

pattern	movable	wondering	measure
hobby	neglect	midnight	furniture
ruin	failure	swamp	creature
property	loan	notice	award
trailer			against

Don't forget:

heaven purse sketch wrong

A

WORD WISE

1. Scrambled in each line of the Word Square is a seven-letter LIST WORD! Use the clues to find them, then unscramble each line of letters and write the word.

- (a) the opposite of "attend to"
(b) decoration or design
(c) You pull this with your car.
(d) the opposite of "success"
(e) This word could mean "facing"
(f) to find the size or amount
(g) the opposite of "immovable"

C	G	E	N	L	T	E
T	A	R	P	E	N	T
R	L	I	T	R	A	E
U	A	F	E	R	L	I
G	A	A	T	S	I	N
E	S	R	A	E	U	M
O	M	A	V	L	B	E



2. (a) Use the SPECIMEN DICTIONARY to find two meanings each for
ruin award swamp
(b) Write sentences to illustrate each meaning.

B

WORD WATCH Word Detective



1. (a) Write the LIST WORDS that have the ending **ure**. Underline the **ure**.
(b) This is the same ending we see in such words as **puncture, pasture, picture, moisture, adventure, pleasure, treasure.** Write these words and underline the **ure** ending.

Word Builder



2. Sometimes **ward** is a root word, with the meaning "keep" or "guard".
(a) Write **ward** with the prefixes **a** and **re**.
(b) Add the suffix **en** to **ward**.

C(1) Go through the examples with them. How many syllables are there in each word in the rhyming pairs? The rhyming pairs in this activity always have the same number of syllables — either one or two. Develop (a) co-operatively with the children. What does **cone** mean? **Loan**? How could the meanings of the two words be connected to give meaning to **cone loan**? Accept suggestions from the children, then have them decide which would be an appropriate definition. Challenge them to complete the others in the same way.

C(2) To motivate the children you may want to show them pictures or tell them about famous monsters — the Loch Ness Monster, the Abo-

minable Snowman, the Sasquatch, and so on. In creating their monster, get them to give it the basic shape of a known creature. Encourage them to describe their monster and tell whether it is friendly and helpful or mean and destructive.

PROVIDING FOR INDIVIDUAL NEEDS

Handwriting and Speech

Practice:

- Review all the basic strokes used as connectives, as well as proper formation and spacing of letters.
- Have the pupils practise the sounds of **ure**. Let them say the

words correctly: leisure, measure, pleasure, treasure, posture, stature, temperature, rapture, signature, venture.

DICTATION SENTENCES

- The **trailer** is **movable**.
- Raising dogs is my **hobby**.
- This **property** is going to **ruin**.
- They **sketch** the **patterns** for the **furniture**.
- At **midnight** the **swamp** looks **black against** the **heavens**.
- They **neglect** the **wild creatures**.
- The **notice** of the **award** was posted.
- It was **wrong** to steal the **purse**.
- We are **wondering** what **measures** to take.
- The **failure** of the **loan** is known to the police.

ANSWERS

A

- (1)(a) neglect (b) pattern (c) trailer (d) failure, (e) against (f) measure (g) movable
(2) **ruin** — destruction; a wreck, something destroyed
award — a prize; to present a prize
swamp — area of wet spongy ground; sink by filling with water.

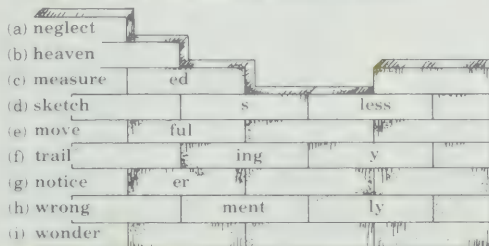
B

- (1)(a) failure, measure, furniture, creature, (b) puncture, pasture, picture, moisture, adventure, pleasure, treasure
(2)(a) award, reward (b) warden
(3) midnight, midday, midway, midtown
(4) purses, creatures, patterns, hobbies, swamps, ruins, sketches, properties
(5)(a) neglected, neglectful, neglects, neglecting (b) heavens, heavenly (c) measured, measures, measurement, measuring, measurer, measureless (d) sketcher, sketched, sketches, sketchy, sketching (e) mover, moved, moves, moving, movement (f) trailer, trailed, trails, trailing (g) noticed, notices, noticing (h) wronged, wrongs, wronging, wrongly, wrongful (i) wondered, wonderful, wonderer, wonders, wondering, wonderment

C

- (1), (2) Answers will vary.

- Add the prefix **mid** to
night day way town
- Be careful as you write the plural forms of
purse creature pattern swamp
ruin sketch property hobby
- Complete the wall! Some of the suffixes in the blocks can be used to form new words to complete the wall. Which new words can be built? Write them. Be prepared to use any one of your new words in a sentence. Use your dictionary.



C

WORD WIZARD

1. Rhyme Time Riddles

Q. What do you call a monster that is given top billing at a circus?

A. A feature creature

Q. What do pirates do when they share their loot?

A. Measure treasure

Write definitions to fit these silly rhymes:

- | | |
|-----------------|-------------------|
| (a) cone loan | (d) adored award |
| (b) ruin bruin | (e) paler trailer |
| (c) purse verse | (f) wrong prong |

- Build a monster in your imagination. Decide how it looks, how it reacts to people, how it moves, and so on. Use the monster you create and write a descriptive paragraph that might follow one of these sentences:

- There, in the darkest corner of the laboratory, was the most terrible thing I had ever seen.
- On the far shore of the lake, we saw a most unusual creature.

UNIT 36

36

1	dial brief juicy ruin award	jelly exit ashes foil	daisy holy cigar loan	court hymn nylon swamp poet
2	weary notice polite colony stately	trailer hobby create supply	steady camera buried author	losing valued gravel piano insects
3	movable neglect naughty allowed publish	mission failure thirsty applied	machines tobacco pattern voyage	worship regular remove largest interview
4	wondering gasoline separator entrance	furniture enjoyable elevator measure	creature railroad fashion property	envelope president concert against
5	subtraction travelling impossible midnight stopped	remainder expressed inventor objection	carnival invention hardware lengthen	noisiness paragraph examine advertise omitted

CHECK-UP

- By now you have probably mastered most of the words that seemed so difficult earlier in the year. Here's just a parting reminder:
When you meet an unfamiliar word in your reading, look at it carefully.
Do you see familiar parts — root, suffix, prefix — or a spelling pattern that reminds you of another word? Write the word and underline any parts that you find difficult.

A

WORD WISE

- Write the antonyms of these adjectives.

unpublished	unnoticed	unsteady	impolite
impossible	irregular	immovable	unfashionable

OBJECTIVES

- Review
- Ordinal Numbers
- Wordshop

Note: The activities in this Review Unit may be completed in four teaching periods.

SKILLS REVIEWED

WORD MEANINGS

Word association	A(2)
Antonyms	A(1)
Matching words to meanings	C(1)

PHONETIC ELEMENTS

Vowel combinations	B(1)
Double consonants	B(2)
Consonant blends	B(2)

STRUCTURAL ANALYSIS &

WORD BUILDING

Syllables	B(2), (5)
Prefixes	B(2), (4)
Adding suffixes	B(3)
Plurals	B(6)

ANSWERS

A

(1) unpublished — published, unsteady — steady, impossible — possible, immovable — movable, unnoticed — noticed, impolite — polite, irregular — regular, unfashionable — fashionable
 (2) **voyage** — travelling = you travel on a voyage; **neglect** — failure = synonyms; **entrance** — exit = antonyms; **ruin** — ashes = ashes remain in the ruins after a fire; **subtraction** — remainder = after one number has been subtracted from another there is a remainder;

2. These two words have something in common because both are forms of entertainment.

concert — carnival

Tell how each of the following pairs are connected.

- | | |
|-------------------------|-----------------------------|
| (a) voyage — travelling | (e) subtraction — remainder |
| (b) neglect — failure | (f) machine — gasoline |
| (c) entrance — exit | (g) camera — hobby |
| (d) ruin — ashes | (h) poet — author |

B

WORD WATCH

1. Find-a-Word

Hidden in the puzzle are fifteen words with these vowel combinations:

oe ui
ou ia
ie ea
ai oa
au oi

F A I L U R E I D E A L
R T B A U T H O R P B C
A H O O D A I S Y F R O
I P R R A G I I T O I U
L D C R E A T E B I E R
R I T R U I N R P L F T
O A Y D Z N R L O A N K
A L M E A S U R E E O B
D P S O L T Z E T P A L

Find the words. Write them. Underline those words in which the vowels are sounded separately.

Word Detective

2. Find and write these LIST WORDS:

- from Group 1, six one-syllable words
- from Group 2, three three-syllable words
- from Group 3, five words with double consonants
- from Group 4, four words with consonant blends
- from Group 5, nine words that have a prefix.

Word Builder

3. How many words can you build by combining these root words and suffixes?

wary	steady
express	notice
polite	omit
court	object
apply	value

• ly	ion
• ed	ing
• able	ness

machine — gasoline = many machines work with gasoline;
camera — hobby = photography, in which a camera is used, is a hobby for many; **poet — author** = a poet writes poetry, an author books.

B

- (1) failure, **ideal**, author, daisy, **create**, **ruin**, loan, measure, frail, road, against, **poet**, foil, brief, court
- (2)(a) brief, foil, loan, court, hymn, swamp (b) colony, camera, piano (c) allowed, mission, tobacco, pattern, applied (d) creature, property, president, against, entrance (4) (e) impossible, midnight, remainder, expressed, inventor, invention, examine, subtraction, paragraph, objection, advertise, omitted (9)
- (3) wearily, wearied, wearying, weariness; expressed, expression, expressing, expressly; politely, politeness; courtly, courted, courting; applied, applying, applicable; steadily, steadied, steadying, steadiness; noticed, noticeable, noticing; omitted, omission, omitting; objected, objection, objecting; valued, valuable, valuing
- (4)(a) projection (b) convention (c) impression (d) attraction
- (5) par'a graph, length'en, o mit'ted, in'ter view, won'der ing, fur'ni ture, wor'ship, ap plied', sep'a ra tor, en've lope, naugh'ty, a gainst'
- (6) machines, hymns, cigars, voyages, daisies, hobbies, colonies, jellies
- (7) fourth, fifth, sixth, seventh, eighth, ninth

C

- (1)(a) roar, rain, ruin, noun (b) poet, exit, open, pine (2) Answers will vary.

4. Word Math

- (a) objection - ob + pro = (c) expression - ex + im =
 (b) invention - in + con = (d) subtraction - sub + at =

5. Write these words in syllables and mark the accents.

paragraph	lengthen	omitted	interview
wondering	furniture	worship	applied
separator	envelope	naughty	against

6. Write the plural form for each of these words:

machine	cigar	hymn	voyage
daisy	colony	hobby	jelly

7. Express in words the ordinal numbers that come between third and tenth.

C

WORD WIZARD

1. Use the letters in each box to spell the four words suggested by the definitions.

- (a) • The lion's cry
 • Water from clouds
 • Destroy
 • A naming word

a a
 i i
 n n n n
 o o
 r r r r
 u u

- (b) • A writer of verse
 • Opposite of entrance
 • Opposite of close
 • Kind of tree

e e e e
 i i
 n n
 o o
 p p p
 t t
 x

2. Make a montage of signs in public places. Here are examples:



Use signs that are different shapes and sizes. List as many signs as you can. Be sure to spell them correctly.

PROVIDING FOR INDIVIDUAL NEEDS

1. Creative Writing: Challenge the children to write about a friendly monster. Where did the monster come from? Where does it live? Who are its friends? How does it show it is friendly? Pupils may want to create pictures or papier mâché models of their monsters to illustrate the stories.

2. Phonics:

- (a) Write the root words in these words: ability, personal, joyous, retype, enjoy, laziness, discover, unable.
 (b) Underline the words with the **long -a** sound: grief, sleigh, belief, receive, weight, neighbour, view.
 (c) Circle the **ture** ending in each word: posture, venture, lecture, gesture, feature, creature, fixture, pasture.

WORDSHOP Olympics

The Olympics is one of the institutions in modern society which, like its predecessor in Ancient Greece, celebrates the vigour and prowess of youth. It is therefore a topic in which the student should be keenly interested. All the activities suggested could be done by the students working individually or in small groups. There is quite a variety of resource materials available and so there is much scope for developing the Unit to whatever extent or scope the



The Olympics

Some words you might want to use:

Greece	stadium	universal
Olympics	medal	participate
compete	wrestling	marathon



1. Find out why and where the Olympic games were first held. Present your information in a report.
2. Write a story about the Olympic games held in the year 2525 on the moon. Describe some of the events and some of the athletes who are competing.
3. Make a list of the sports that are recognized in the summer and winter Olympics. How could you classify them? Present your findings in a chart.
4. Pick an Olympic event that you are interested in. Trace the event as far back as you can. Who was the winner in 1968 and 1976? Was a record established?
5. Design a Spelling Olympics using words in this book. Make up several events, such as:
 - The 60-Second Dictionary Dash
 - The Word-Building Freestyle
 - The Men's and Women's Marathon Spell-Off
 Divide the class into teams and "Let the games begin!"

children's interest and needs dictate. A discussion of the picture and the words will provide some of the vocabulary that will be of use as the Unit progresses. Encourage the children to list these words and any new words they discover in an area for easy reference.

Read through all the activities with the students and get them to tell what is to be done in each. Indicate where they could obtain resource material to help in developing the various items and let them indicate how they intend to present their findings. You may then want to have them work as individuals or in group to complete the activities.

EXTENSIONS

- (a) Organize a miniature Olympic Meet in your class or school. Which events will you include? Which will you exclude?
- (b) Work in your group to classify the events in the Olympic Games. Indicate the events in each class and the winners for those events in 1972 and 1976. Which records were broken?
- (c) You are representing a local newspaper at the Olympic Games. A record has just been broken in one of the feature events. Write the story as you would send it back to your editor.
- (d) Compile a "Book of Olympic Records" for one or any number of events in which you are interested.
- (e) Find out more about the following and write reports on them:
 - The Olympic Flag
 - The Olympic Oath
 - The Olympic Flame

ACTIVITY PAGES AND YEAR-END ASSESSMENT TESTS

ANSWERS

Pages 100-117 (Activity Pages) and pages 118-123 (Year-End Assessment Tests) of this book may be reproduced for classroom use. If the pages are removed from the book, it is advised that they be kept for future duplication.

Answers for both sections are provided below.

ACTIVITY PAGES

Search for -ër:

Across:

3. circus
4. murmur
5. pearl
7. birds
8. hamburger
11. curve
12. stern
14. earn

Down:

1. turn
2. hurt
3. church
4. murder
6. earth
9. alert
10. eager
13. nurse

Thesaurus

Across:

2. sadness
5. cruel
7. freedom
8. guilty
9. calm
10. short
11. ability
13. defeat

Down:

1. artificial
3. normally
4. selfish
5. conceit
6. educate
12. timid
14. refuse

What's My Line:

Across:

3. conductor
6. inventor
7. tailor
9. florist
10. dentist
11. preacher
13. traitor
14. reporter

Down:

1. editor
2. butcher
3. carpenter
4. pianist
5. artist
8. owner
12. actor

Schwa Crossword:

Across:

1. focus
2. central
4. banner
7. doubtful
8. upon
9. campus
10. human
12. ribbon
13. moment

Down:

1. forbid
2. circus
3. lemon
5. album
6. butcher
11. apron

Exit F, Enter V:

Across:

4. themselves
5. elves
7. wives
9. loaves
10. scarves
12. lives
13. halves

Down:

1. knives
2. selves
3. leaves
4. thieves
6. shelves
7. wolves
11. calves

Y Becomes I:

glossy – glossier; lucky – luckier; sunny – sunnier; angry – angrier; early – earlier; bulky – bulkier; happy – happier; shiny – shinier; hilly – hillier; chilly – chillier; filthy – filthier; jolly – jollier; friendly – friendlier; busy – busier; flabby – flabbier; silly – sillier

URE Sure:

enclosure, picture, furniture, fracture, leisure, measure, future, creature, temperature, exposure, moisture, manufacture, torture, signature, pleasure, treasure

Blend It!

black, blackbird, blank, blanket, bled, bless, blew, blind, blindly, blink, blister, blizzard, blob, block, blond, blood, bloom, bloomer, blossom, blossoming, blue, bluebird, bluff, bluffed, bluish, blurt, blush

Derivative Search:

invitation, invited, inviting, uninvited; unlucky, luckless, luckier, lucky; unhappy, happiness, happiest, unhappily; unfavourable, disfavour, favours, favoured, uncomfortable, comfortable, discomfort, comforting.

Mission Possible:

permission, percussion, transmission, admission, procession, commission, discussion, mansion, submission, expression, session, mission, expansion, confession, omission

Y Not:

y sounds like short -i: myth, mystery, gymnasium, symbol, syllable, gym, rhythm; y sounds like long -e or combines with another vowel: rapidly, lengthy, skinny, alley, yesterday, mystery; y sounds like long i: lullaby, multiply, my, ply, cyclone, hydrant, satisfy; y is a consonant: you, youth, yawn, yield, yell, yellow, yesterday.

Respell It:

Across:

3. make
4. bicycle
5. annoy
9. composition
10. example
11. honest

Down:

1. difficulty
2. record
3. measure
6. separate
7. coffee
8. enquire

Synonym Scramble:

Group 1: astonish, surprise, amaze; Group 2: daze, stun, confuse; Group 3: plan, devise, invent; Group 4: reveal, disclose, confess; Group 5: tease, pester, annoy; Group 6: refreshment, rest, comfort

I Before E, Except...

- | | |
|------------|------------------|
| 1. neigh | 7. cashier |
| 2. achieve | 8. ceiling |
| 3. stein | 9. weigh |
| 4. deceive | 10. inconvenient |
| 5. shriek | 11. believe |
| 6. either | 12. fierce |

Hidden Word: handkerchief

It's Your Move:

- | | |
|-------------|--------------|
| 1. approve | 7. suit |
| 2. remove | 8. improve |
| 3. cruise | 9. juice |
| 4. fruitful | 10. nuisance |
| 5. bruise | 11. suitable |
| 6. recruit | |

Hidden Word: recruitment

ô Mix-up:

- | | |
|-------------|-------------|
| 1. walrus | 11. small |
| 2. salt | 12. talk |
| 3. author | 13. raw |
| 4. Paula | 14. autumn |
| 5. draw | 15. walk |
| 6. daub | 16. bald |
| 7. sauce | 17. exhaust |
| 8. saucer | 18. rawest |
| 9. daughter | 19. raucous |
| 10. laundry | 20. yawn |

Up and Down the Mountain:

- | | |
|------------|-------------|
| 1. throat | 11. throw |
| 2. thump | 12. what |
| 3. phonics | 13. trap |
| 4. shaft | 14. plant |
| 5. thing | 15. twang |
| 6. grind | 16. grief |
| 7. draw | 17. flowing |
| 8. wheat | 18. grant |
| 9. twist | 19. truant |
| 10. thrust | 20. trumpet |

Link-A-Compound:

Answers will vary.

YEAR-END ASSESSMENT TESTS

Schwa Hunt:

ə sound: bundle, chemical, ideal, cruel, council, collector;

ɜr sound: different, collector, newspaper, neighbour, consider, decorate, regular; **other schwa sounds:** consider, gasoline, location, cigar, different, ability

Affixing:

Answers will vary but must represent, in order, these parts of speech: noun, verb, noun, noun, noun, verb, adverb, noun, adjective, adjective, noun, adjective, noun.

Explosions:

Derivatives could include press, presses, pressed, pressing, presser, pressure, pressures, pressured, pressuring, depress (es, ed, ing, or ion), impress (es, ed, ing, ive, ion), compress (es, ed, ing, or, ion, ible), express (es, ed, ing, ion, ive), oppress (es, ed, ing, or, ive, ion), repress (es, ed, ing, ire, ion), unimpressed (ive), unexpressed (ive), etc.

Sound Computer:

- | | |
|-------------|------------|
| 1. loose | 5. grocery |
| 2. pearl | 6. nephew |
| 3. location | 7. nylon |
| 4. autumn | 8. sword |

It Makes Sense:

- | | |
|------------------|--------------|
| 1. most valuable | 6. their |
| 2. saw | 7. Neither |
| 3. worst | 8. have |
| 4. player's | 9. dirtier |
| 5. It's | 10. fell was |

Stress the Rule:

orbited, orbiting; objected, objecting; limited, limiting; quoted, quoting; fitted, fitting; asked, asking

Word Wheel:

beat, coat, cent, bent, west, nest, diet, poet

Mix and Match:

Build forms could include: busy: busies, busied, busying, busily; argue: argues, argued, arguing, argument, arguments; charge: charges, charged, charging, uncharged, recharge, recharges, recharged, recharging, discharge, discharges, discharged, discharging; select: selects, selected, selecting, selection, selections, selective, selectively, unselected, unselective, unselectively; move: moves, moved, moving, movie, movies, movement, movements, movingly, unmoved, unmoving, remove, removes, removed, removing; equal: equals, equalled, equalling, equally, unequal, unequalled; lie: lies, lied, lying

SEARCH FOR -èr

Name _____

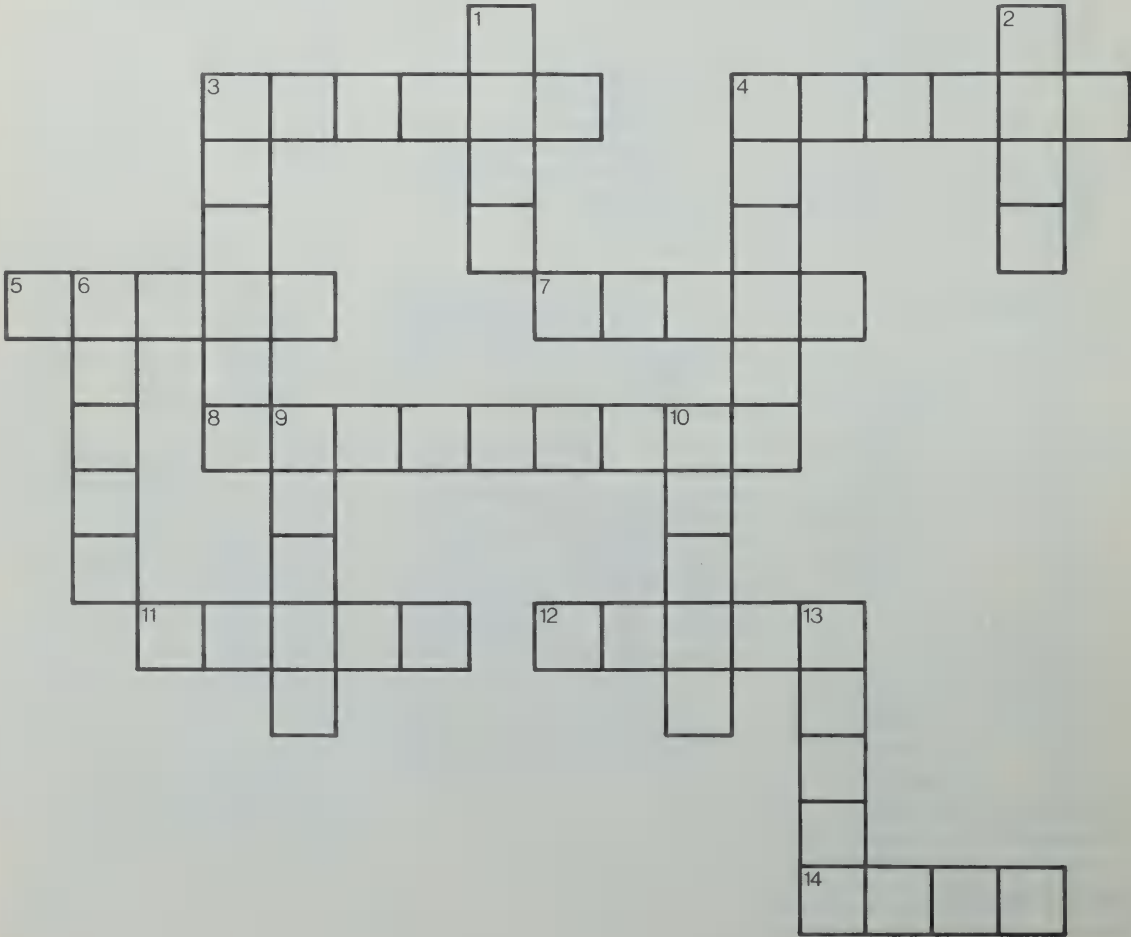
All the words needed to complete this puzzle have the **-èr** sound, as in **her**, spelled either **ir**, **ur**, **er**, or **ear**. Use the clues below to discover them.

ACROSS

- 3. Trained animals, clowns, performers . . .
- 4. Soft, gentle sound
- 5. Jewel from an oyster
- 7. Their homes are nests.
- 8. Ground beef patty.
- 11. A bend
- 12. Severe or hard
- 14. To be paid for work done.

DOWN

- 1. Spin
- 2. Pain
- 3. Place of worship
- 4. To take a person's life
- 6. Our planet
- 9. Wide awake
- 10. Anxious
- 13. Florence Nightingale was one.



THESAURUS

Name _____

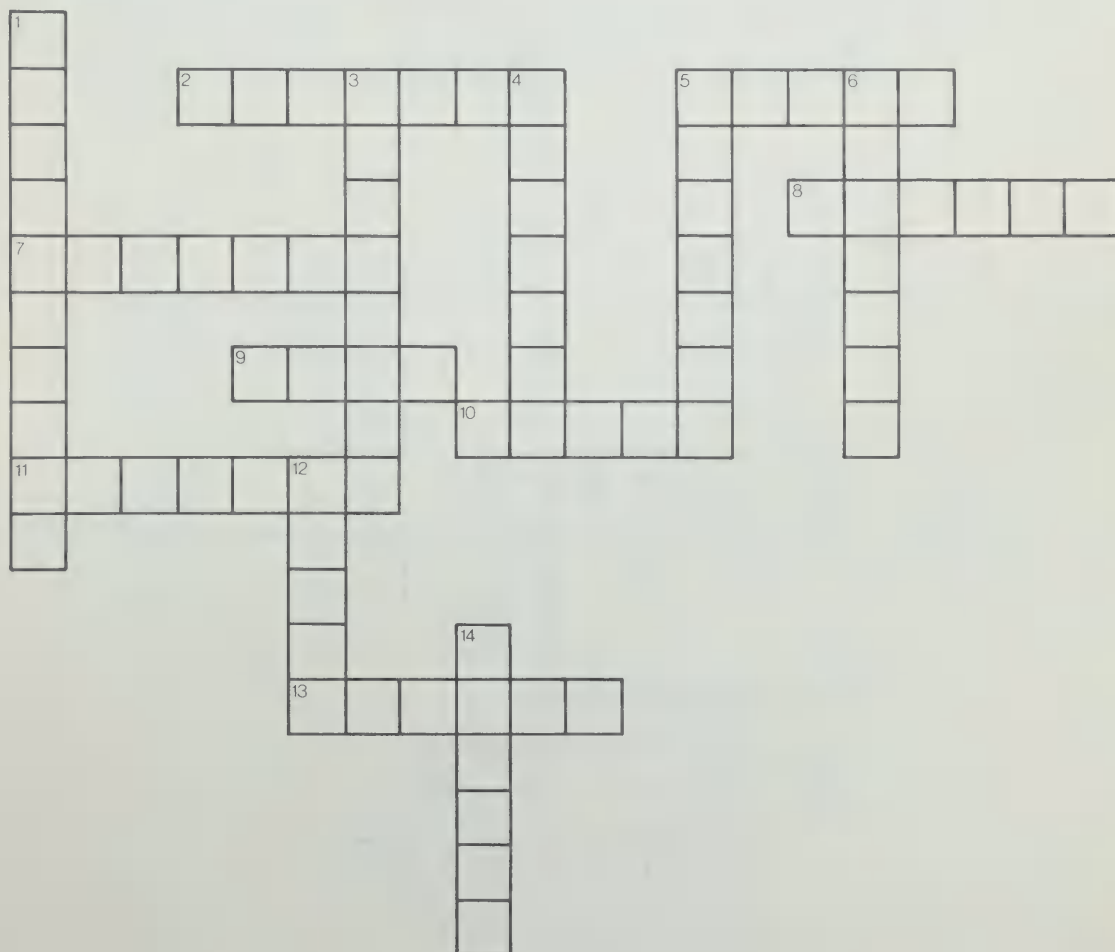
The words needed to complete this puzzle are the **synonyms** or **antonyms** of the words below. If you are unable to find them . . . use a **thesaurus**.

ACROSS

2. Synonym of **sorrow**
5. Antonym of **kind**
7. Antonym of **slavery**
8. Antonym of **innocent**
9. Antonym of **violent**
10. Synonym of **brief**
11. Synonym of **skill**
13. Antonym of **victory**

DOWN

1. Antonym of **natural**
3. Synonym of **usually**
4. Antonym of **unselfish**
5. Synonym of **vanity**
6. Synonym of **teach**
12. Synonym of **shy**
14. Antonym of **accept**



WHAT'S MY LINE ?

Name _____

The words needed to complete this puzzle are the names of occupations ending in **er**, **or** and **ist**. The clues below will help you find them.

ACROSS

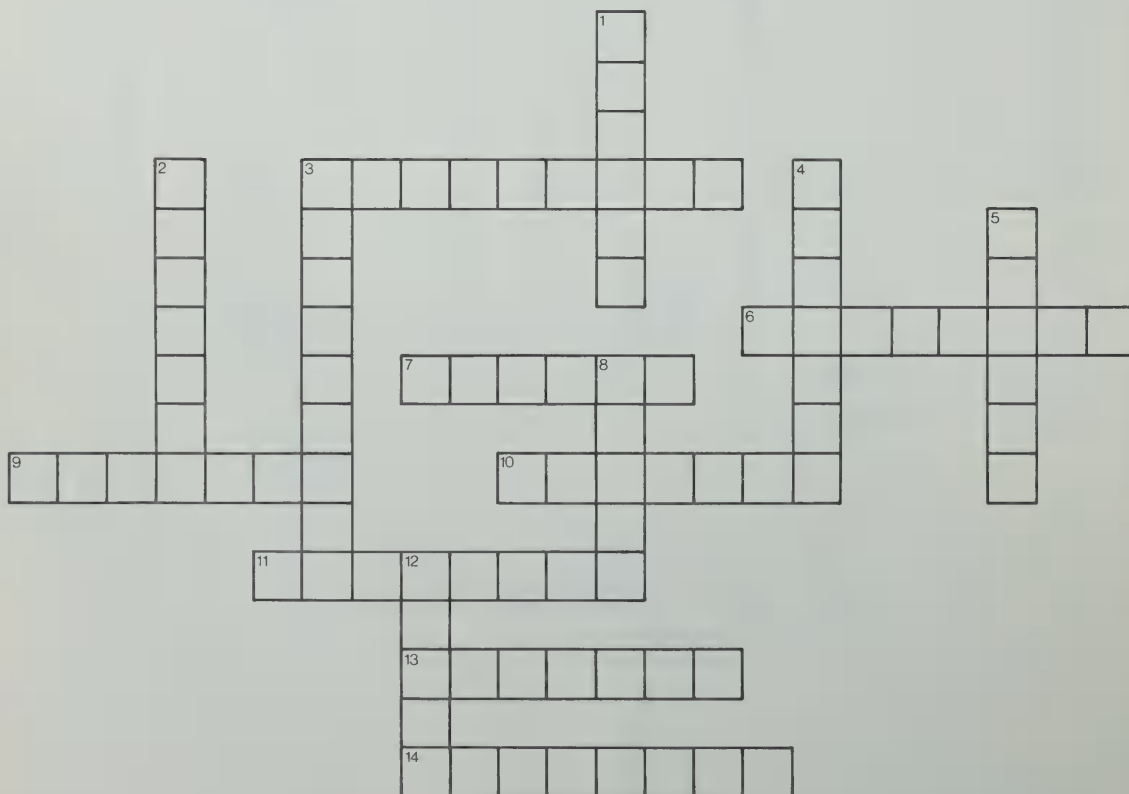
3. This person is in charge of the orchestra.
6. This person usually has bright ideas.
7. This person sews and mends clothing.
9. This person might sell you a rose.
10. This person gets rid of cavities.

11. This person usually gives a sermon.
13. This person betrays his trust.
14. This person goes out to get the news.

DOWN

1. This person decides what is put in the newspaper.
2. This person might sell you beef, pork or lamb.

3. This person's main tools are the hammer and saw.
4. This person's instrument has eighty-eight keys.
5. A landscape might be of interest to this person.
8. Something belongs to this person.
12. This person might use make-up.



SCHWA CROSSWORD

Name _____

The clues below will help you find twelve two-syllable words to complete this crossword puzzle. Each word has the **schwa** sound in the unaccented syllable, so you will need to be very careful with the spelling.

ACROSS

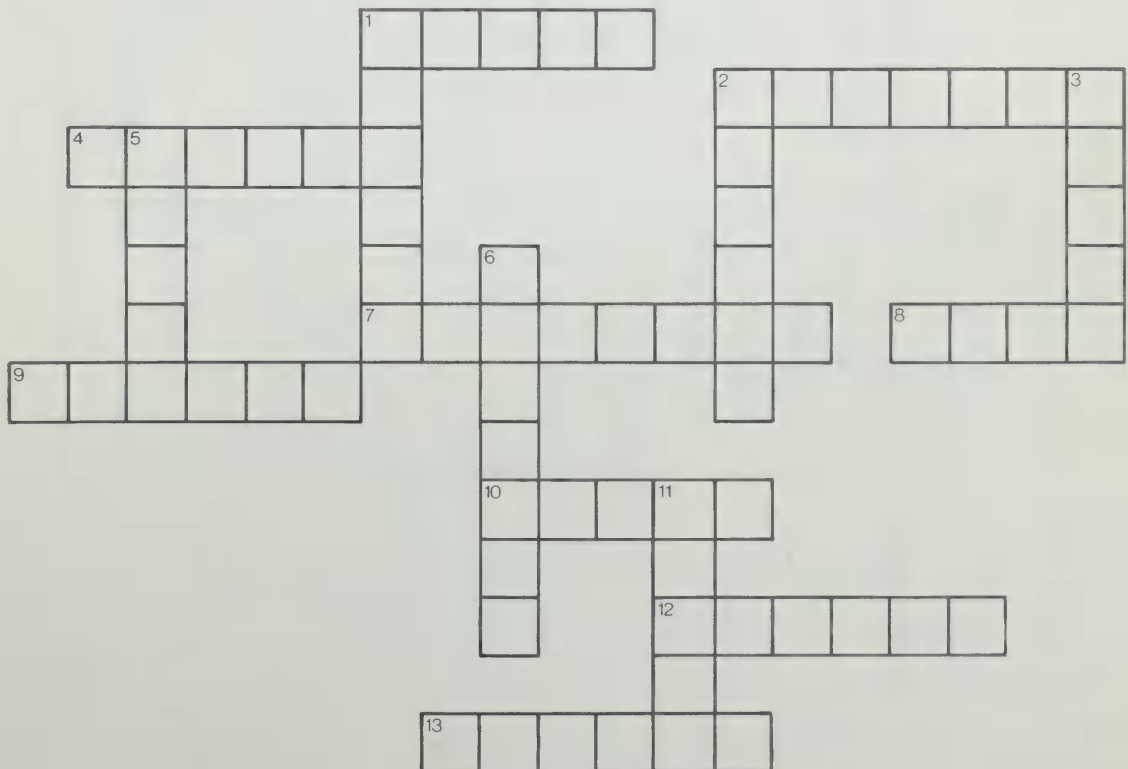
1. What you do to your camera to get a sharp, clear picture
2. In the centre
4. A flag
7. Not quite sure
8. On; on top of
9. The grounds of a university

10. A person, not an animal
12. Strip of cloth used as decoration.
13. A very short period of time

DOWN

1. Make a rule against doing something

2. A show with clowns, acrobats, and animals
3. A sour fruit
5. You may keep your photographs here.
6. A person who sells meat
11. Something worn in front of the body to keep clothes clean



All the words needed to complete this puzzle are **plurals** formed by changing **f** or **fe** to **v** before adding **es**. Use the clues below to help you find them.

ACROSS

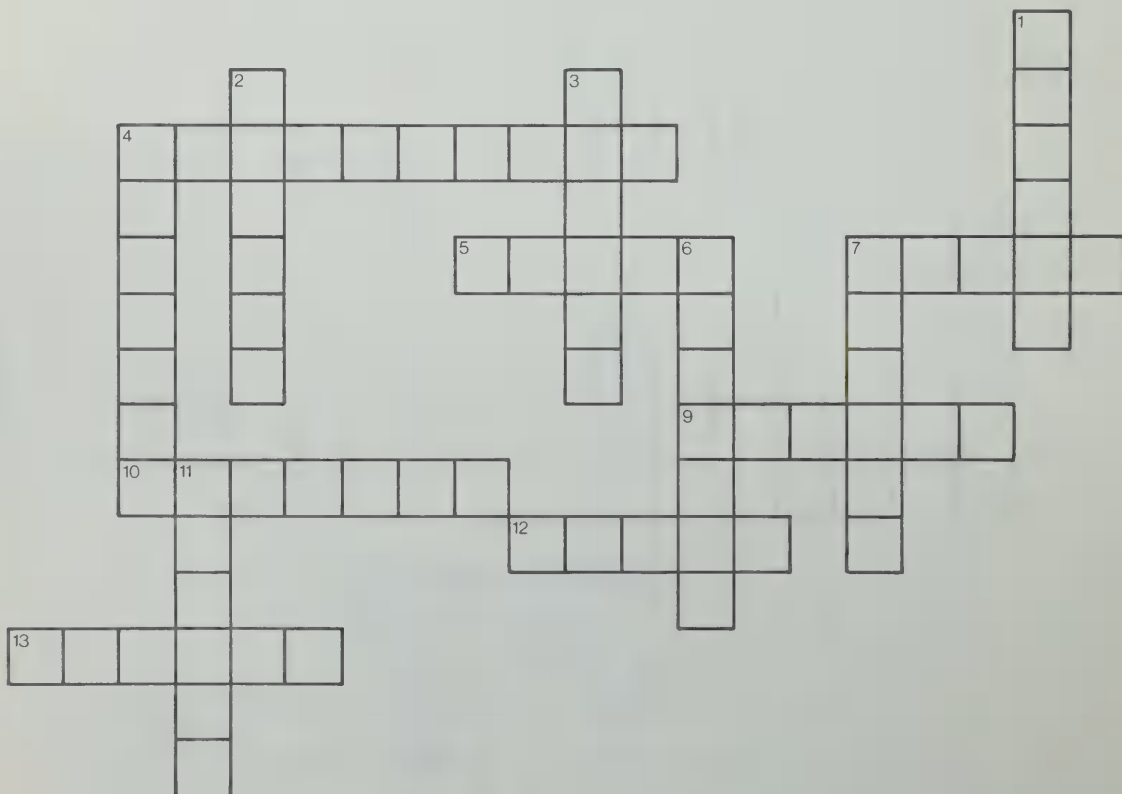
4. Compound word with "them"
5. Did they really help the shoemaker?
7. When girls marry they become these.
9. Thirteen of these make a baker's dozen.

10. They could be worn around the neck.
12. People say a cat has nine of these.
13. Two of these make one.

DOWN

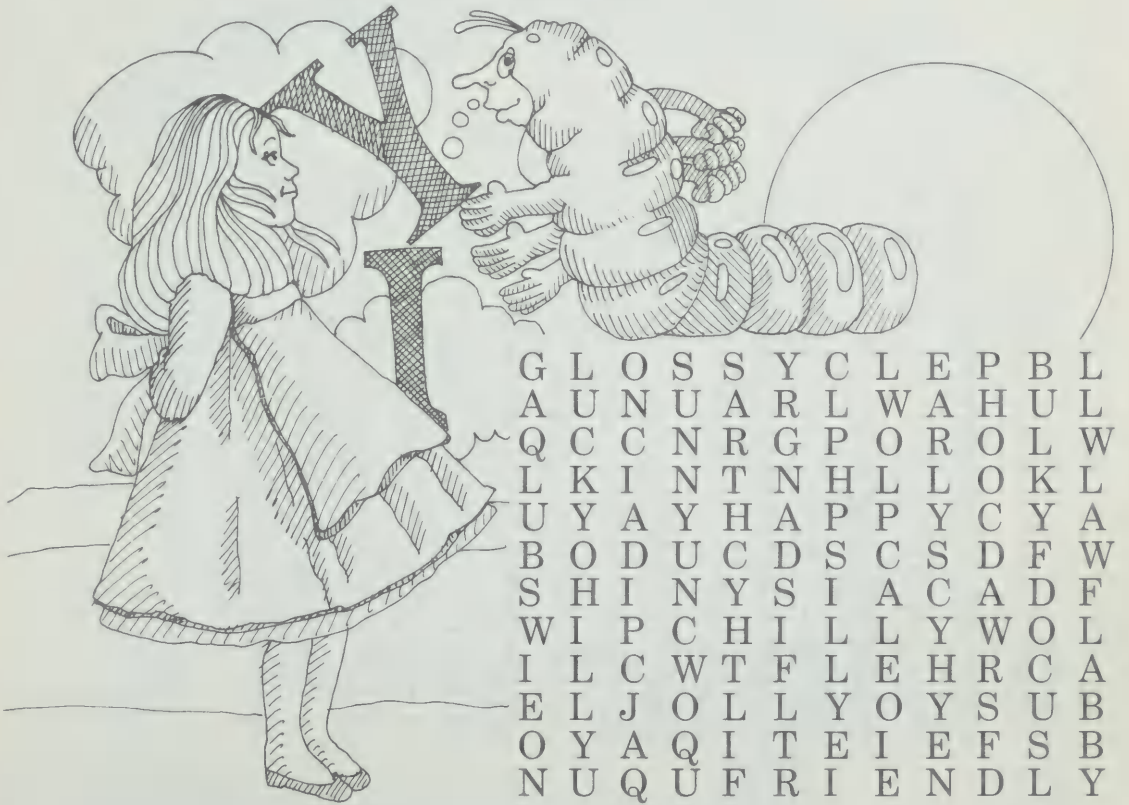
1. Too sharp, they can be dangerous.

2. As we get older we are responsible for our own.
3. Does Mother Nature paint them in the fall?
4. Ali Baba's forty were evil.
6. Books are placed on them in the library.
7. They are related to dogs.
11. Their mothers give us milk



Name _____

In the puzzle there are sixteen **adjectives** ending in **y**. To find them, read either up, down or across. You may use the same letter more than once. After you have found the words, write them in the first sixteen spaces below. In the remaining spaces, add **er** to each adjective and write the new form of the words.



URE SURE

_____ Name

The puzzle contains sixteen words with the **ure** ending. Find them by reading up, down, across or back. Some letters are used in more than one word. When you have found them, write them in the spaces below.

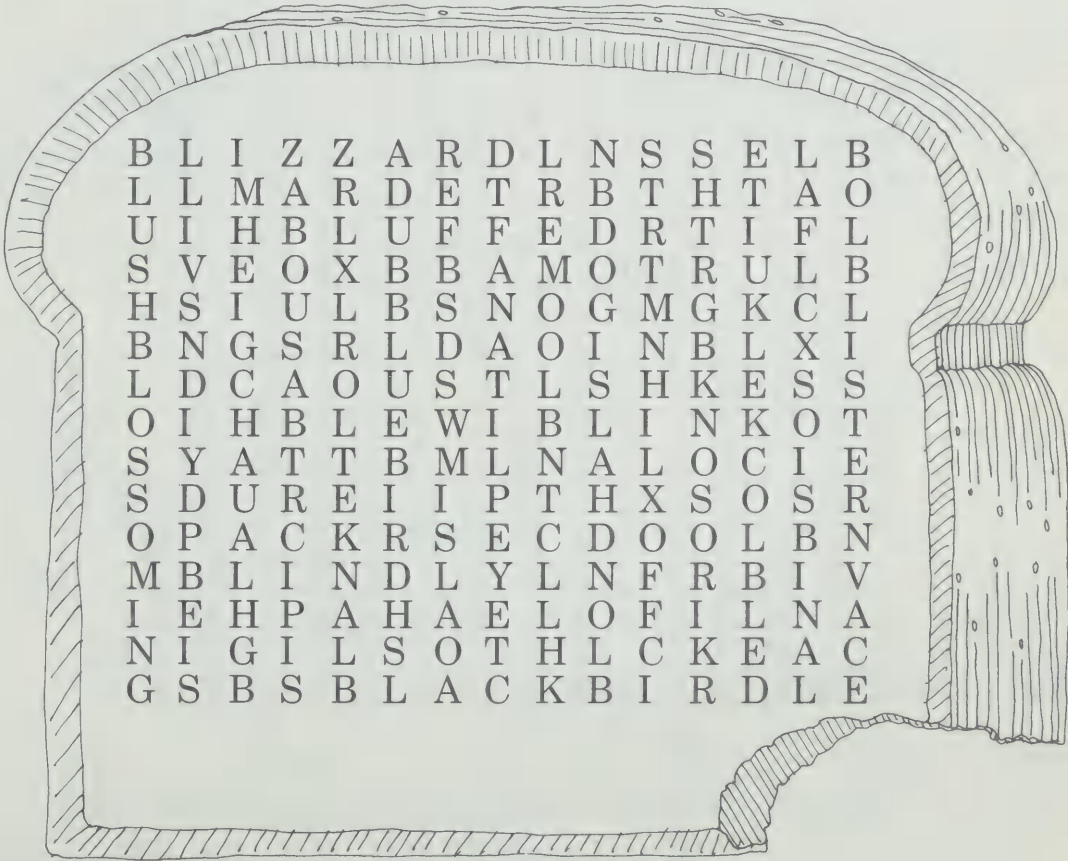


_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

BLEND IT

Name _____

There are, at least, twenty words in this puzzle each beginning with the **bl-blend**. Find the words by reading up, down, across and back. The same letter may be used in more than one word. As you find the words circle them, then write them in alphabetical order on the lines below.

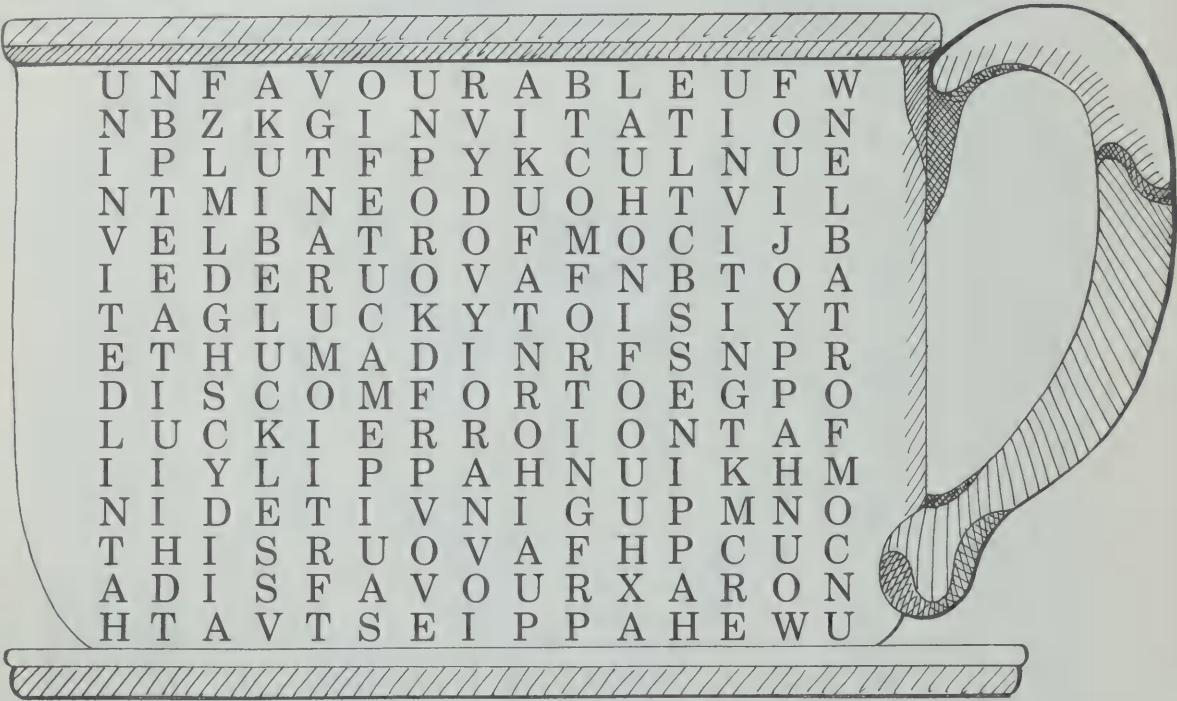


_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

DERIVATIVE
SEARCH

_____ Name _____

This puzzle contains four **derivatives**, or **built forms**, for each of the root words below. You may find them by reading up, down, or across. The same letter may be used in more than one word. As you find each word, write it below its root.



comfort

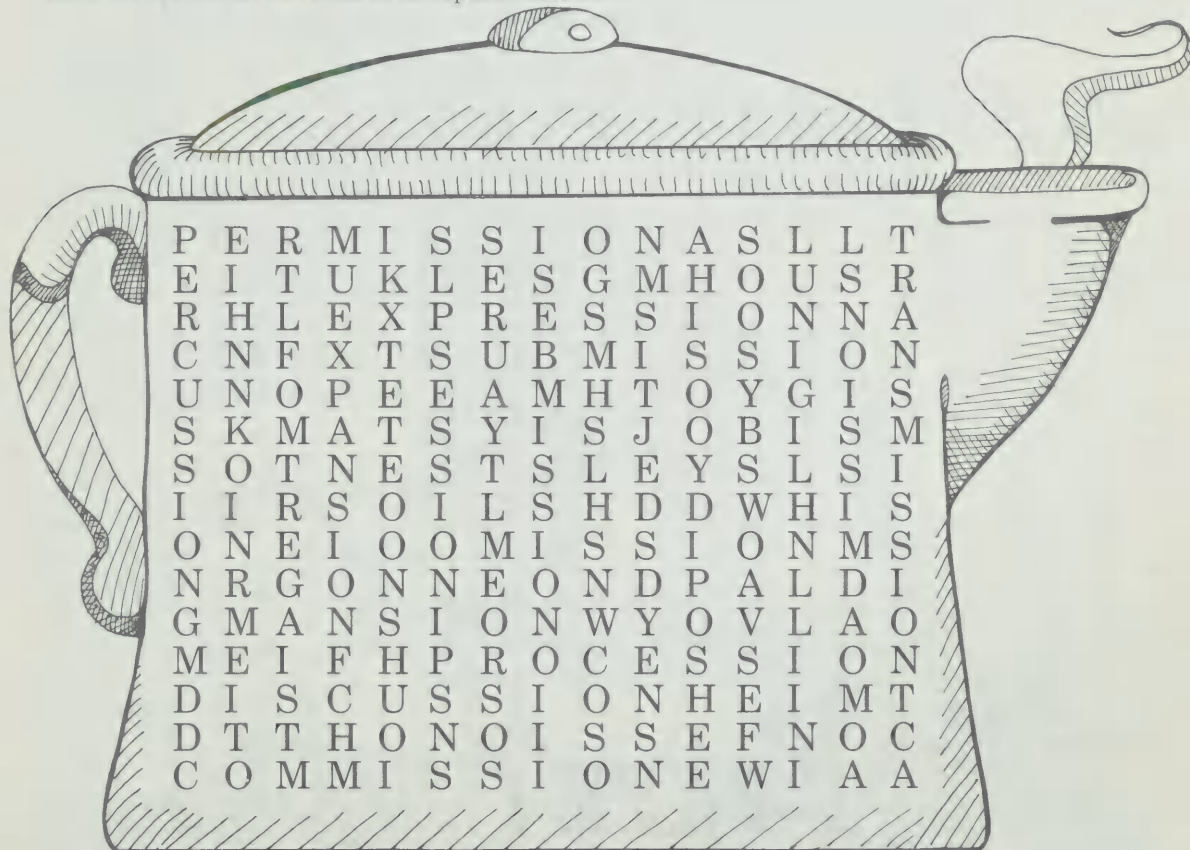
luck

happy

invite

favour

There are fifteen words in this puzzle which have the same ending as that in the word **profession**. Can you find them all? They may be written across, backwards, or up and down. Circle the words, then write them in the spaces below.



Y NOT

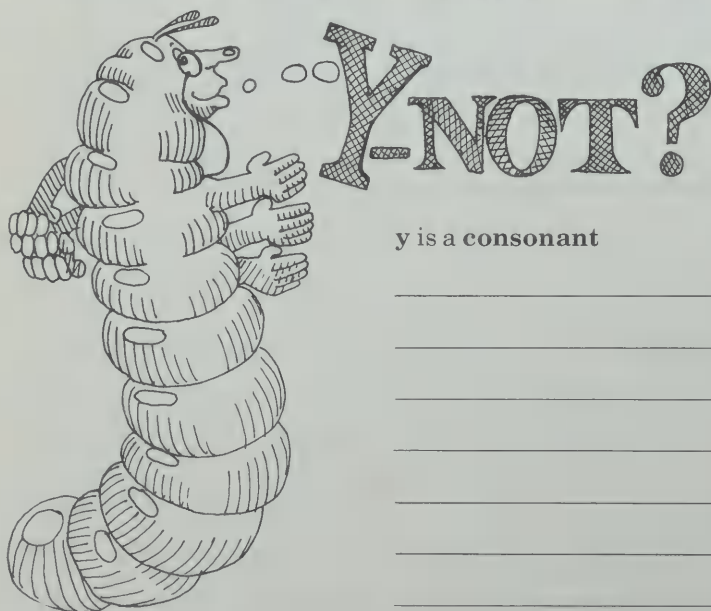
Name _____

Hidden in the puzzle are at least twenty words with **y**. To find them move up, down, across, and back. The same letter may be used in more than one word. After you have found each word, decide on its sound of **y** and write it under the correct heading.

y sounds like -ī _____

R	D	N	U	L	O	B	M	Y	S	U	A	P	C	R
A	C	T	C	U	R	N	U	O	A	E	S	H	H	H
P	S	Y	L	L	A	B	L	E	T	O	L	T	Y	Y
I	O	E	T	L	E	I	T	S	I	C	M	I	D	T
D	L	L	D	A	L	O	I	C	S	T	O	U	R	H
L	O	L	U	B	A	I	P	I	F	H	I	O	A	M
Y	L	A	B	Y	N	A	L	C	Y	C	L	O	N	E
M	U	I	S	A	N	M	Y	G	U	S	C	M	T	R
R	P	I	R	W	N	C	T	I	H	R	T	E	S	E
W	O	N	I	N	V	O	I	F	H	A	L	C	O	Y
O	F	U	N	O	S	M	Y	S	T	E	R	Y	R	N
L	E	N	G	T	H	Y	I	R	U	O	R	I	E	N
L	B	A	D	U	O	T	T	N	O	C	I	E	Y	I
E	T	H	I	C	N	H	C	E	Y	M	T	L	U	K
Y	E	S	T	E	R	D	A	Y	N	I	L	D	C	S

y sounds like -ī _____



y is a **consonant**

y sounds like -ē or combines

with another vowel

RESPELL IT

Name _____

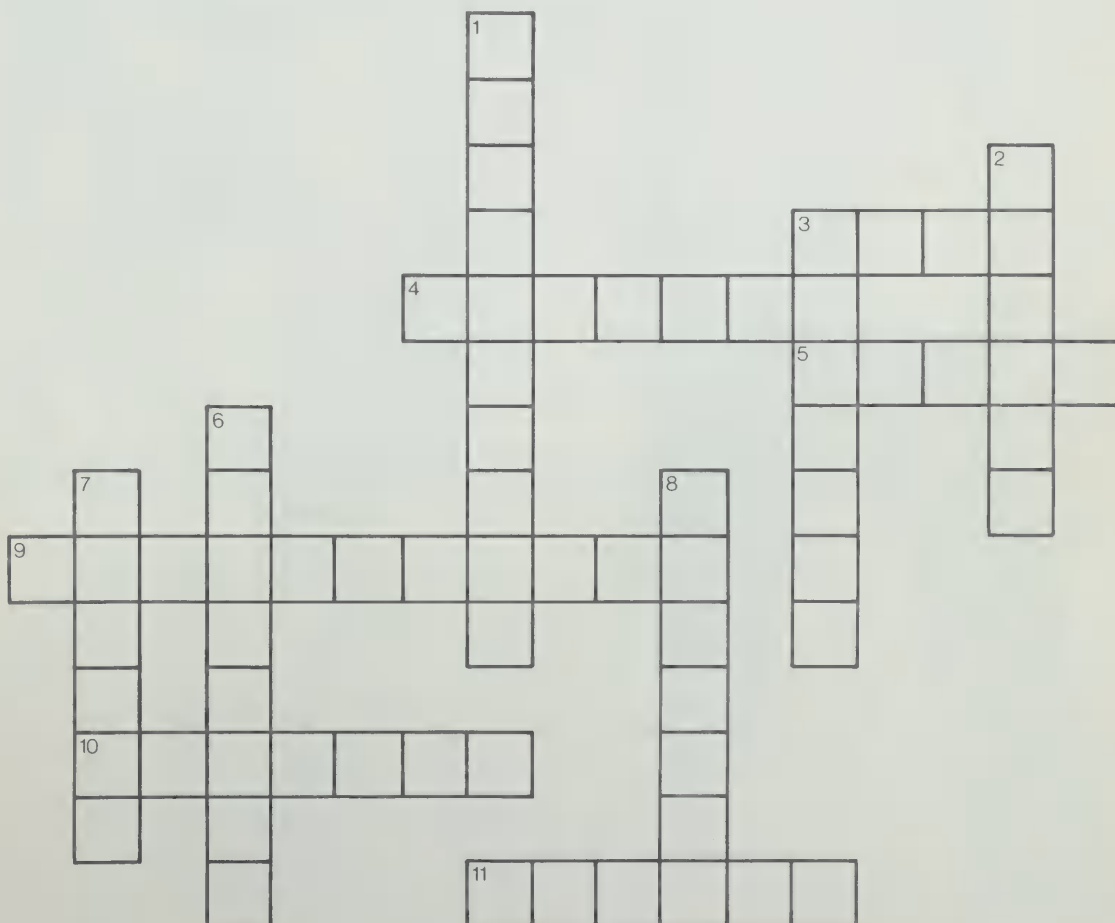
How well do you understand dictionary respellings? Find out by attempting this puzzle. Read the dictionary pronunciation respellings below and they will give you the clues to the words in the puzzle.

ACROSS

3. māk
4. bī'sik əl
5. a noi'
9. kom'pə zish'ən
10. eg zam'pəl
11. on'ist

DOWN

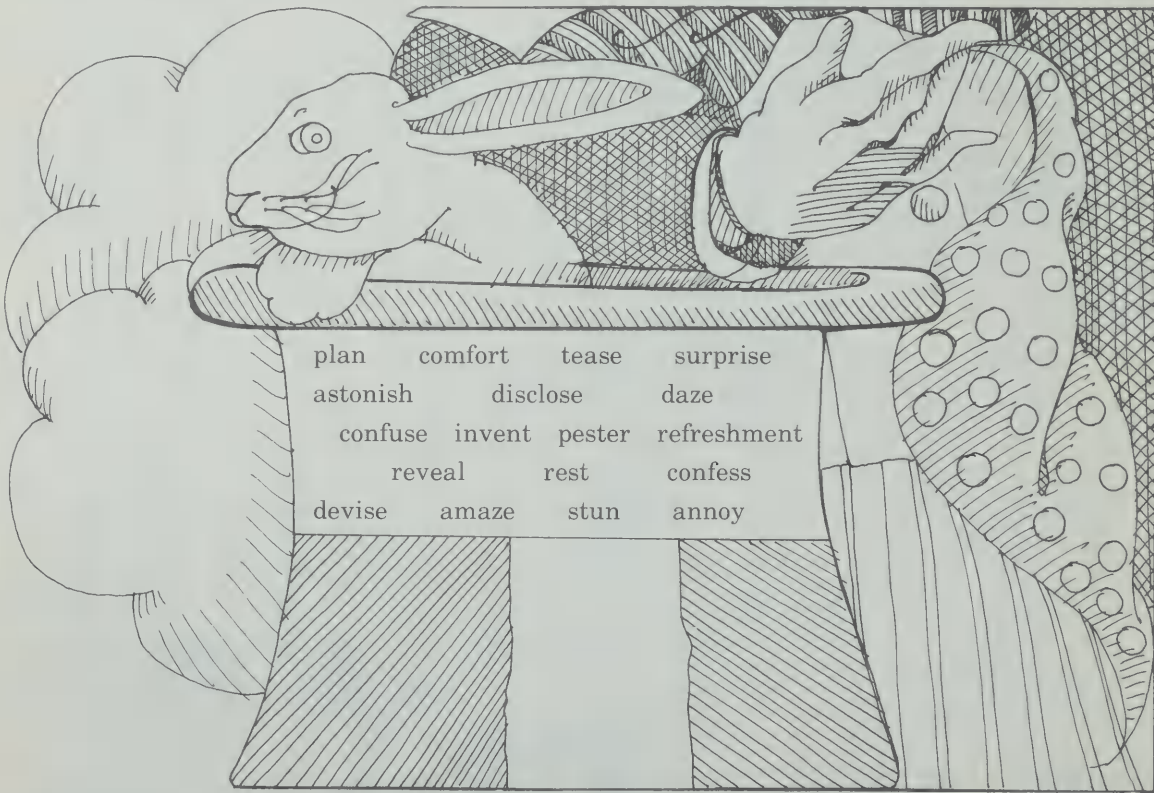
1. dif' ə kul tē
2. ri kôrd'
3. mezh'ər
6. sep'ə rit
7. kô'fē
8. en kwīr'



SYNONYM
SCRAMBLE

_____ Name

Group the words in the box below according to their meanings.
You should be able to find six groups of three synonyms each.
Write the groups in the spaces below.



Group 1

Group 2

Group 3

Group 4

Group 5

Group 6

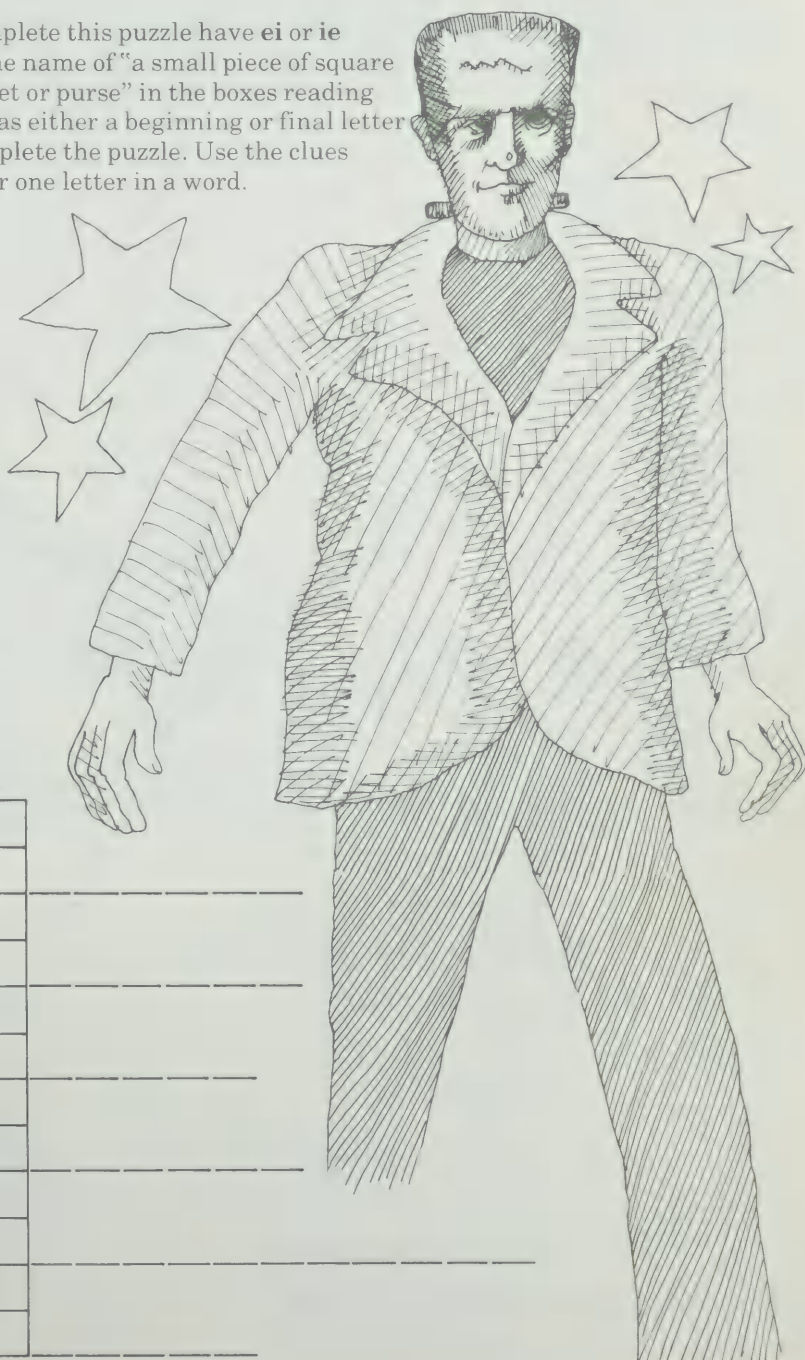
i BEFORE e EXCEPT...

Name _____

All the words needed to complete this puzzle have **ei** or **ie** spellings. To begin, write the name of "a small piece of square cloth usually kept in a pocket or purse" in the boxes reading down. Then use each letter as either a beginning or final letter for the words needed to complete the puzzle. Use the clues below. Each space stands for one letter in a word.

1. Horse's cry
2. To get something completed
3. Movie monster, Frankenstein
4. To lie or mislead
5. Loud, shrill cry
6. You use it with "or".
7. A person in charge of money
8. Top part of a room
9. To find the weight of
10. Not convenient
11. To trust in someone or something
12. Savage or wild

1	_____
2	_____
3	_____
4	_____
5	_____
6	_____
7	_____
8	_____
9	_____
10	_____
11	_____
12	_____
13	_____

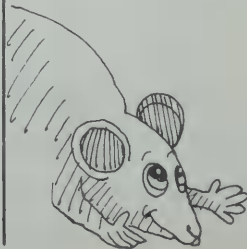
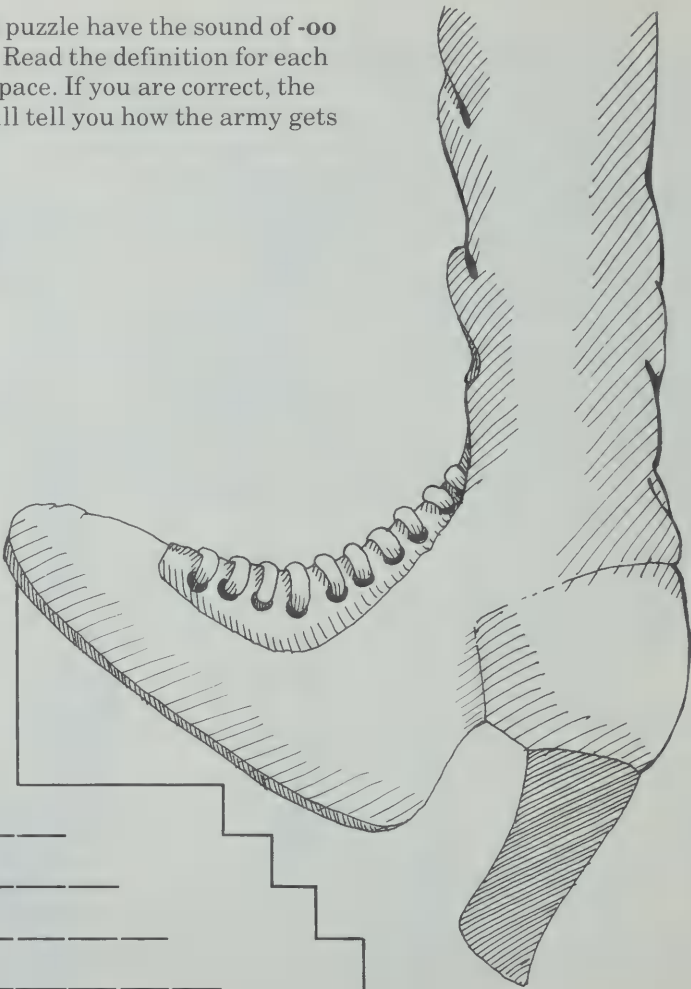
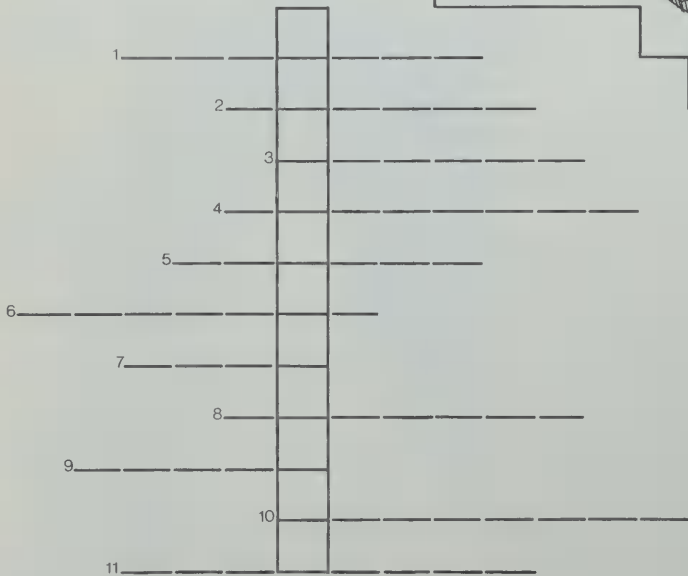


IT'S YOUR MOVE

Name _____

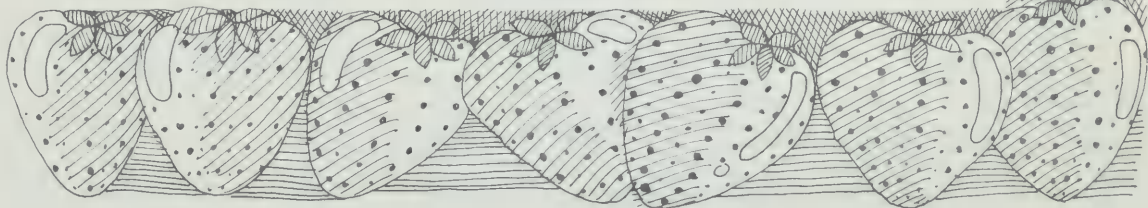
The words needed to complete this puzzle have the sound of **-oo** as in **boot** spelled either **ui** or **o-e**. Read the definition for each word. Then write a letter in each space. If you are correct, the word in the boxes reading down will tell you how the army gets volunteers.

- 1. To be pleased with something
- 2. To take something away
- 3. A journey on a pleasure ship
- 4. Producing much fruit
- 5. The mark you get from an injury.
- 6. New member of the army
- 7. Jacket, pants and sometimes, a vest
- 8. To get better or well
- 9. The liquid from fruits or meats
- 10. Annoying thing or person
- 11. Fitting or right



All the words needed to complete this puzzle have the **-ô** sound as in **walk** spelled either **au**, **al** or **aw**. To begin, write the letters of the word **strawberry** in the boxes reading down. Then use each letter as a last and first letter of the words needed to complete the puzzle. Use the clues below. Numbers **6** and **19** have been done for you.

1.	_____		_____	11.
2.	_____		_____	12.
3.	_____		_____	13.
4.	_____		_____	14.
5.	_____		_____	15.
6.	_____	D A U	_____	16.
7.	_____		_____	17.
8.	_____		_____	18.
9.	_____		A U C O U S	19.
10.	_____		_____	20.

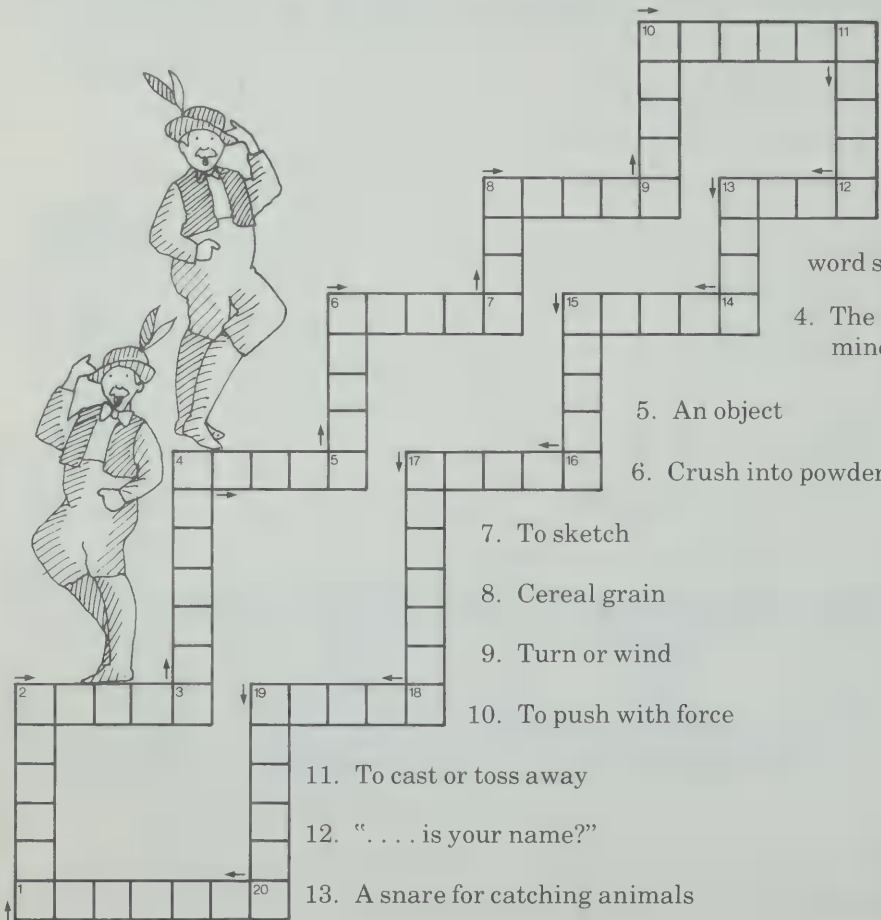


- | | |
|---------------------------------------|---|
| 1. A seal-like animal | 11. Not large |
| 2. You season food with this. | 12. To speak |
| 3. A person who writes a book | 13. Not cooked |
| 4. A girl's name | 14. Fall |
| 5. To sketch | 15. To move on legs |
| 6. To cover with plaster or clay | 16. Hairless |
| 7. We might make it with cranberries. | 17. Fumes from an auto |
| 8. A shallow dish for a cup | 18. Most raw |
| 9. A girl child | 19. Hoarse, harsh-sounding |
| 10. Dirty linen | 20. You might be sleepy when you do this. |

UP AND DOWN THE MOUNTAIN

Name _____

The words you use to get up and down the mountain all begin with **consonant blends** or **digraphs**. Use the clues to go up and down. The first and twelfth steps have been done for you.



1. A passageway
in the neck

2. A dull heavy
blow

3. The study of
word sounds and letters

4. The entrance to a
mine

5. An object

6. Crush into powder

7. To sketch

8. Cereal grain

9. Turn or wind

10. To push with force

11. To cast or toss away

12. "... is your name?"

13. A snare for catching animals

14. Living thing that is not an animal

15. A sharp, ringing sound like that made by the string of a bow

16. Synonym for "sorrow"

17. Moving along like liquid

18. To give what is asked for

19. One who stays away from school or work without permission

20. A musical instrument like a horn

LINK-A-COMPOUND

_____ Name

Have you ever played **Link-a-Compound**? Try it with these examples, then make up some for your friends to solve. Notice that the last word of one compound is the first word of the next.

For example:

egg**shell**

1. back**hand**

2. hill**top**

shell**fish**

hand**spring**

top**hat**

fish**net**

spring**time**

hat**band**

net**work**

? _____

? _____

work**book**

book**worm**

worm**wood**

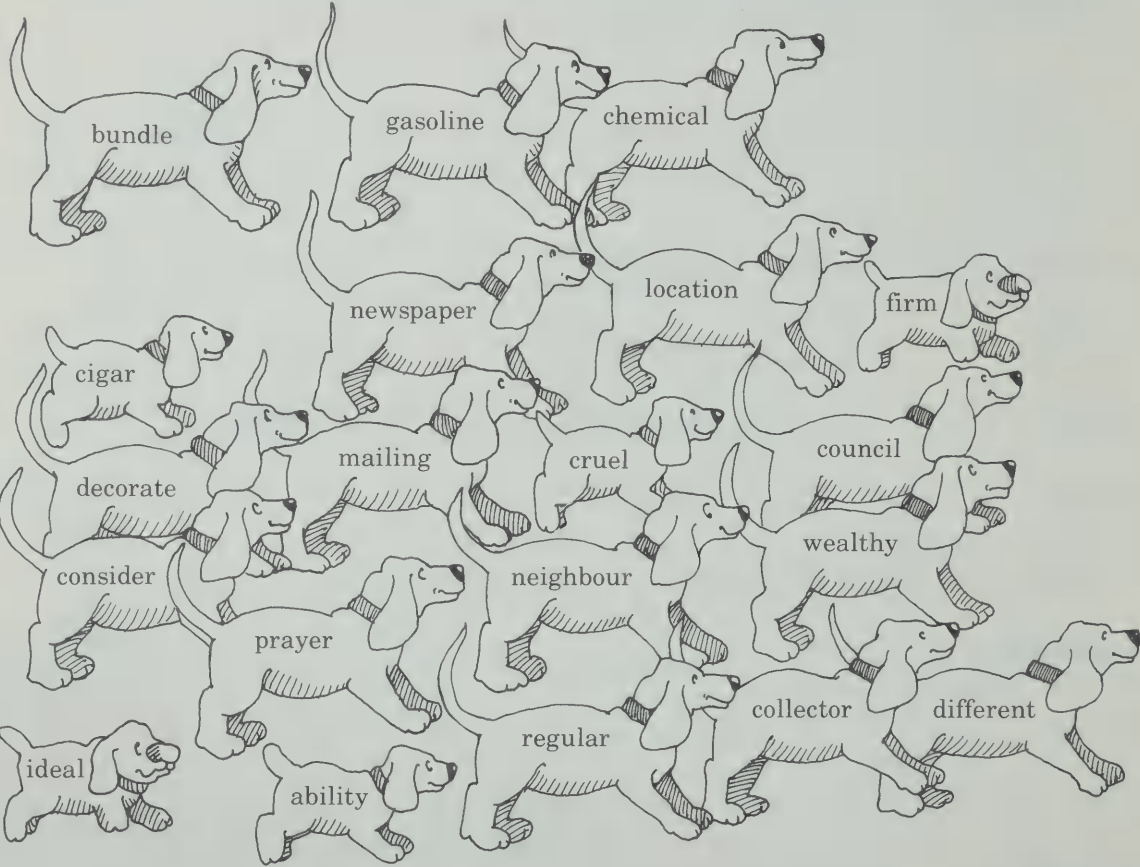
wood**land**

land**form**

Schwa Hunt

Name _____

Some of the words below contain the **schwa** sound in their unaccented syllables. Write the words with the **schwa** sound in the correct space below, noting the differences in spelling. Remember: **Schwa** is a sound which can be spelled in a number of ways.



-əɪ sound	-ər sound	other schwa sounds
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

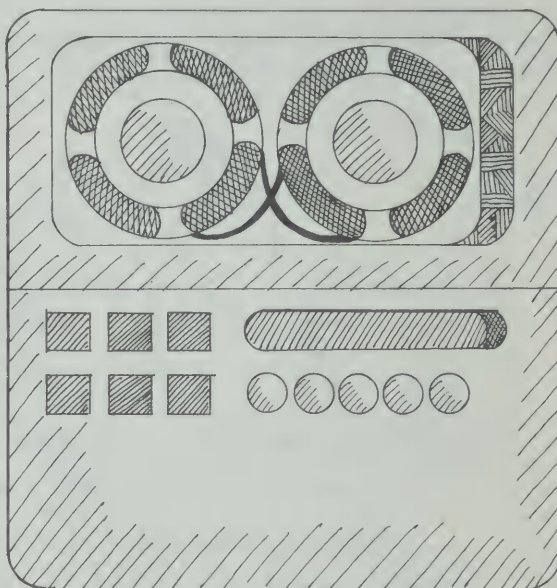
Name _____



Sound Computer

Name _____

1. **-oo** as in **cool** _____
2. **-ér** as in **her** _____
3. **-shən** as in **action** _____
4. **-ô** as in **walk** _____
5. **soft -c** as in **ice** _____
6. **-f** sound spelled **ph** _____
7. **long -i** spelled **y** _____
8. **-or** as in **horse** _____



Program the computer. From the tapes below, choose and write the words with the sounds indicated on the chart above.

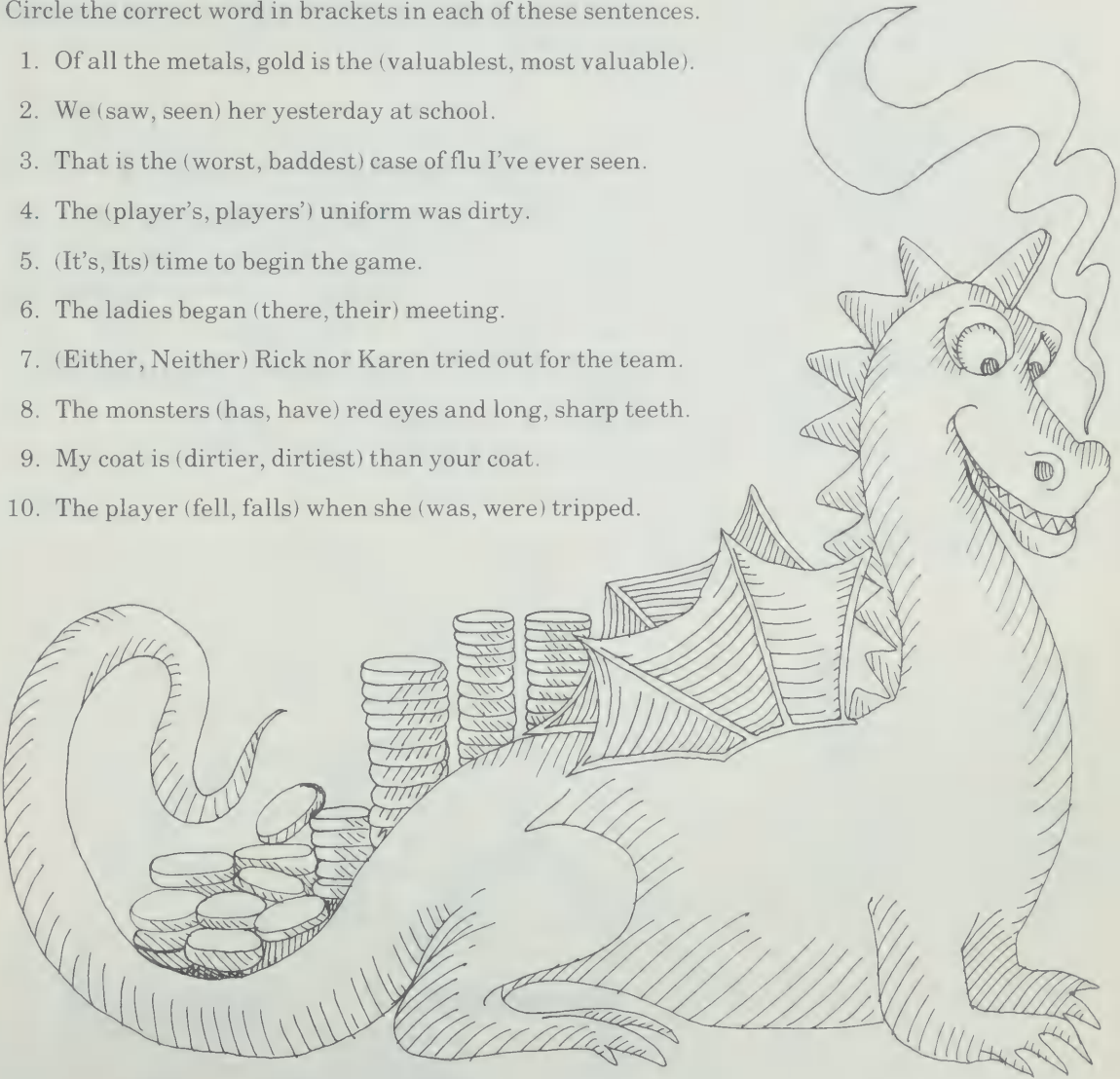


1. It Makes Sense

Name _____

Circle the correct word in brackets in each of these sentences.

1. Of all the metals, gold is the (valuablest, most valuable).
2. We (saw, seen) her yesterday at school.
3. That is the (worst, baddest) case of flu I've ever seen.
4. The (player's, players') uniform was dirty.
5. (It's, Its) time to begin the game.
6. The ladies began (there, their) meeting.
7. (Either, Neither) Rick nor Karen tried out for the team.
8. The monsters (has, have) red eyes and long, sharp teeth.
9. My coat is (dirtier, dirtiest) than your coat.
10. The player (fell, falls) when she (was, were) tripped.



2. Writer's choice

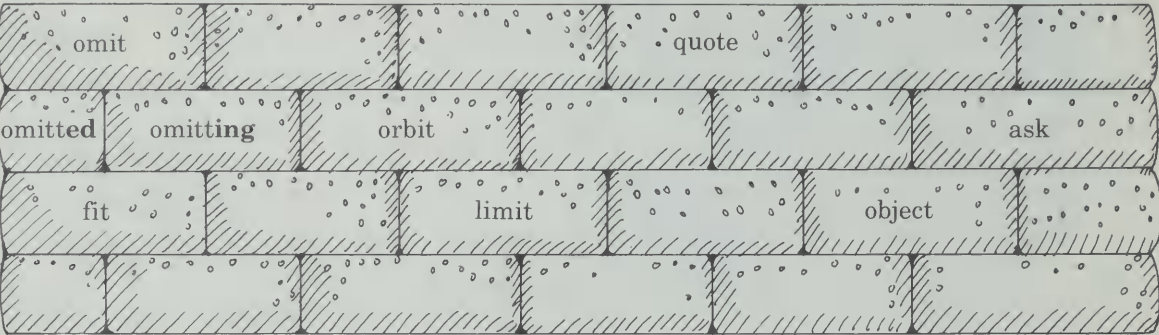
Use these words in sentences to show their uses:

its worse they're properly

1. Stress the Rule

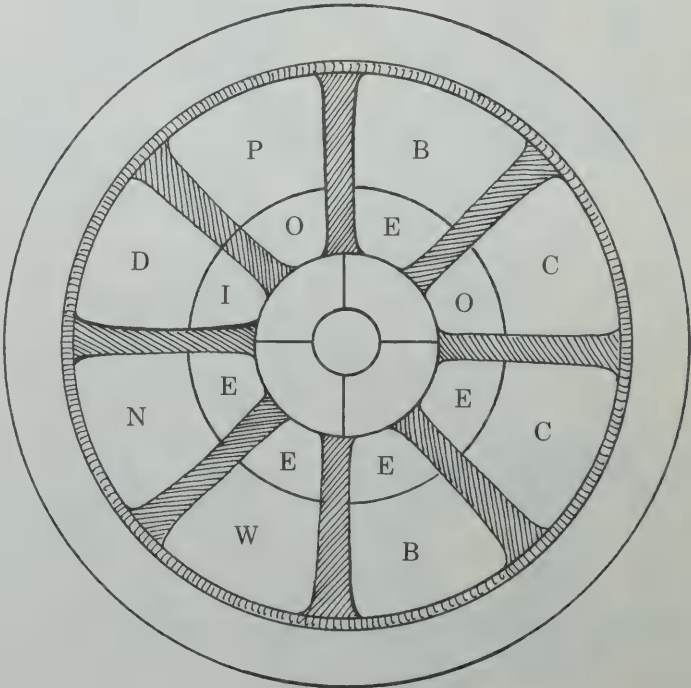
Name _____

Using the **rule of stress** as a guideline, add **ed** and **ing** to the root words on the bricks below. Write the new words. The first group is done for you.



2. Word Wheel

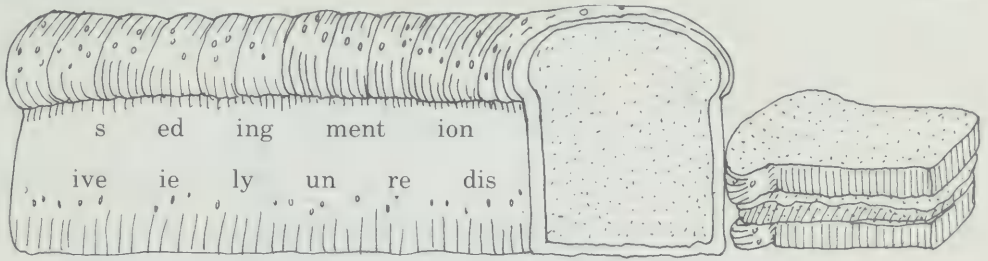
Complete the Word Wheel by adding the five missing letters in the correct slots. If your letters are correct, the wheel will spell eight words reading toward the centre. The centre letter will be the last letter in all eight words.



Mix and Match

Name _____

Test



Test your knowledge of word building by combining the roots below with as many of the affixes as you can. Write the new words on the lines below. (You may have to make some changes in the root words.)

busy	_____	_____
	_____	_____
	_____	_____
argue	_____	_____
	_____	_____
	_____	_____
charge	_____	_____
	_____	_____
	_____	_____
select	_____	_____
	_____	_____
	_____	_____
move	_____	_____
	_____	_____
	_____	_____
equal	_____	_____
	_____	_____
	_____	_____
lie	_____	_____
	_____	_____
	_____	_____

ASSESSMENT AIDS

Note: The material on pages 124-127 may be reproduced as required.

- The **CLASS RECORD CHART** can be used as an account of the progress of individual students within the class or group. The design of the chart is flexible enough to accommodate a variety of record-keeping needs.
- The **HANDWRITING SELF-ANALYSIS** sheet provides students with a highly individualized self-examination of handwriting skill. It might be used several times throughout the school year.
- The **PERSONAL SPELLING LIST** can be used following each dictation pre-test or as each study unit is completed. The chart will provide each student with a record of personal "problem" words. See the sample chart provided in the FOREWORD of this guide.

CLASS RECORD CHART

[illegible]

HANDWRITING SELF-ANALYSIS

Name _____

Handwriting errors can look like spelling errors.
This practice sheet will help you to
improve your handwriting skills.

Step 1:

Read this sentence:

Good handwriting must be easy to read.

Step 2:

Use these spaces to write the sentence as quickly as you can:

Step 3:

Use these spaces to write the sentence in your best handwriting:

Step 4:

Now answer these questions about your writing by putting a
check mark in the correct boxes.

	QUICKEST WRITING		BEST WRITING	
	YES	NO	YES	NO
1. Do all letters have the same slant?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the capital G touch the top and bottom lines?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there a dot above each i ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Are the t 's crossed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Does the h begin with a loop?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Is there a loop in each e ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Is the space the same between each word?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Are any letters pushed together?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does the round part of the g rest on the line?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Are all letters the correct height?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Step 5:

Write the sentence once more in your notebook, paying special
attention to the style errors noted in Step 4.

PERSONAL SPELLING LIST

Name _____

Students: Use this chart to record your “problem” words.

[illegible]

LIST WORDS BOOK SIX

A

ability 1	altogether 17
accept 1	amuse 8
accepted 10	ankle 14
active 22	appear 19
addressing 1	appearing 21
adore 22	applied 32
advertise 32	area 29
afterwards 1	argued 17
against 35	arranged 2
agreement 11	ashes 34
ahead 5	asks 11
ally 28	atomic 27
allowed 32	attack 20
all right 10	attract 28
alley 28	author 31
aloud 5	autumn 4
already 10	award 35
although 10	awhile 5

B

backward 16	booklet 9
balloon 5	bored 19
bandage 11	bottom 28
barely 17	bowling 28
beautiful 23	breath 4
beginning 2	brief 32
behave 2	broad 4
believe 3	bucket 13
beyond 21	bullet 13
bleeding 3	bundle 14
blossom 9	buried 32
bluff 9	burnt 4
boiler 26	bury 28
bonfire 21	busily 8

C

camera 34	chemical 10
canyon 27	Christ 11
capital 10	cigar 34
captain 10	circle 10
careless 13	climbing 15
carnival 34	closet 13
carols 11	coarse 4
carpenter 17	collector 17
carpet 19	colonies 27
carriage 28	colony 31
carried 7	combine 10
castle 14	comfort 1
cause 4	comfortable 21
cellar 20	companies 8
cement 1	complete 9
central 9	concert 34
centre 10	consent 10
chapel 11	consider 28
cheap 3	contains 10

continue 10	crash 20
conversation 7	crazy 23
costume 8	create 32
cottage 11	creature 35
countries 27	crept 4
courage 22	cruel 10
court 31	crumb 15
cousins 4	current 22
cradle 14	curtain 29

D

daisy 31	different 1
dancer 19	difficult 1
dangerous 11	dipped 7
dazzle 9	disagree 19
deaf 4	discharge 20
debt 4	disgrace 26
decide 10	dishonest 26
decorate 22	disobey 19
defeat 8	displease 26
degrees 3	division 21
department 22	divisor 25
departure 17	dread 5
depth 2	dreadful 23
describe 23	dying 26
dial 32	

E

earliest 5	entertain 21
earnest 4	entrance 32
easier 17	entry 9
easily 17	envelope 34
eighth 15	envy 26
either 20	equally 13
elect 2	everyone 16
electric 10	examine 31
elevator 31	except 19
empire 19	exchange 13
employed 26	excited 26
enclose 25	exercise 5
endanger 25	exhibition 21
enemy 2	exit 32
enforce 25	expert 7
engage 9	explain 22
engine 11	explode 7
enjoyable 32	expressed 32

F

failure 35	fifteenth 13
faint 3	fifty 13
faithful 27	figure 11
families 23	firm 23
fashion 34	fitted 16
faulty 4	fix 17
favour 16	flame 2
favourable 21	flash 19
February 15	foil 33

foolish 13	four-ninths 16
forbidden 25	fourth 7
forgotten 2	fraction 15
fortunate 17	freedom 29
fortune 7	freight 7
forward 17	friendship 7
foul 5	furniture 35
foundation 22	further 17

G

gasoline 34	gravel 32
ghost 7	grief 3
glory 1	grocery 11
govern 8	guard 11
grace 28	guest 11
grammar 17	guide 11

H

habit 8	here's 11
hammer 1	hobby 35
handful 20	holy 33
happened 16	honest 1
happily 19	honour 16
happiness 23	hotel 14
hardware 32	hourly 22
haul 4	hurried 8
healthy 4	husband 29
hedge 11	hymn 33
height 3	

I

ideal 29	inflate 19
image 13	information 29
imperfect 28	injury 23
impolite 28	insects 34
important 21	insecure 26
impossible 31	inspection 28
improve 8	intend 27
improvement 21	interest 29
include 10	interview 31
increase 15	introduce 11
indeed 3	invention 31
indirect 26	inventor 31
industry 23	inviting 22
infant 27	

J

jacket 17	joint 23
janitor 21	juice 23
jelly 31	juicy 33

K

kettle 14	kite 2
kindergarten 9	knowledge 29

L

labour 16 library 23
laid 3 limit 8
largest 33 loan 35
layer 3 local 13
laziness 23 location 22
length 2 loose 5
lengthen 31 lose 29
lettuce 9 losing 33
liberty 9 lying 26

M

machines 31 midnight 35
mailing 3 military 9
mainly 27 mission 34
manage 11 mixture 17
marriage 28 model 14
married 7 monthly 23
meant 4 motion 5
meanwhile 3 motor 26
measure 35 movable 35
medal 22 moving 8
memory 1 multiplication 22
mercy 27 multiply 19
merrily 8 music 9
message 11

N

napkin 26 newspaper 16
national 22 nickel 20
natural 1 niece 3
naughty 33 ninety 14
neglect 35 ninety-four 15
neighbour 15 ninth 14
neighbourhood 26 noisiness 33
neither 20 notice 35
nephew 5 notion 5
nervous 4 numerous 2
nevertheless 16 nylon 34

O

oatmeal 16 omit 9
object 29 omitted 33
objection 31 onion 14
oblige 22 orbit 27
observe 17 orchard 16
odd 13 outfit 26

P

package 11 perfection 22
painful 27 personal 22
paragraph 31 piano 32
parcel 1 pickle 14
particular 25 pillow 5
patient 28 pirate 27
pattern 35 pitch 15
pavement 9 planet 27
peaceful 7 pleasure 25
pearl 5 pledge 11

poet 32
poison 5
polish 9
polite 33
popular 25
population 28
pore 19
position 21
possible 8
potato 14
pour 17
practice 9
practise 29
prayer 21
preach 19
prepared 22
presents 22
president 31

Q

quote 13

R

railroad 31
rapidly 7
raspberry 8
rebuild 25
receive 15
recite 22
reckless 13
reduced 14
region 29
regret 27
regular 33
rejoice 5
remainder 34
reminded 25
remove 31
represent 25
reproduce 25

S

saddle 14
safely 8
sandwich 29
scale 2
scatter 28
scenes 23
scratched 15
search 5
section 21
secure 17
seldom 29
select 7
selection 22
sense 29
sentence 10
separate 15
separator 31
serious 4
shadow 5
she's 13

prettiest 17
primary 9
private 2
probable 8
production 21
program 15
progress 11
prompt 13
proof 23
proper 27
property 35
provide 2
publish 32
pumpkin 7
purchase 20
purpose 9
puzzle 9

request 2
rescue 25
resources 16
respect 2
restless 27
restrain 27
result 23
review 25
rhyme 8
riddle 1
riding 2
roam 3
rocket 27
rotten 25
ruin 35

shrink 20
sketch 15
sleigh 15
slipper 19
soda 28
soldier 19
sort 23
soul 4
special 16
speech 3
sprinkle 20
square 13
squeeze 13
squirrel 1
stately 33
statement 21
steady 33
stepped 16
stiff 14
stockings 13

stopped 28
straight 3
strength 20
studying 8
stuff 14
subtract 21
subtraction 34
subway 26

T

tablet 2
taught 7
tax 14
terrible 14
that's 20
therefore 5
they're 20
thirsty 33
thoughtful 23
throughout 3
thumb 15
tobacco 34
total 2

U

unafraid 26
uncommon 25
undefeated 25
unequal 25
unexpected 25

V

valentine 15
valued 33
vast 28
viewer 16

W

waist 3
wander 16
watchful 28
watermelon 16
wealthy 1
weapon 16
weary 33
weather 1
weight 7
we've 20
whipped 19

Y

you're 20

succeed 3
success 10
suffered 28
suitable 16
supply 32
swamp 35
sword 7

towards 10
towel 14
traffic 8
trailer 35
travelling 32
treasure 19
treatment 5
treaty 27
tries 1
trophy 8
turtle 28
type 19

unit 19
unknown 3
unpleasant 25
unpopular 26
useless 13

violin 7
vision 15
voyage 33

whom 20
wicked 7
width 2
wondering 35
worried 1
worrying 33
worship 34
worst 29
wrapped 1
wrist 1

WORDSHOP VOCABULARY BOOKS TWO TO SIX

Wordshop words should be presented as vocabulary enrichment. More words of varying difficulty and meaning may be added as they arise in class or are suggested by the students. Students will profit from maintaining their own lists of Wordshop words on a special page in their notebooks.

BOOK 2

MONSTERS

monster	scary
ghost	witch
spooky	skeleton
old	something

CHRISTMAS

Christmas	sleigh
Santa Claus	stocking
present	chimney
tree	reindeer
decorations	

DAYS OF THE WEEK

Sunday	Friday
Monday	Saturday
Tuesday	week
Wednesday	weekend
Thursday	

PLAY

toy	marbles
game	building set
puzzle	hockey
play dough	doll
bike	train
plane	skipping rope

Dictionary definitions and sentences to show the respective meanings could be entered following each word.

The teacher may wish to develop a master list of Wordshop vocabulary on a special bulletin board. As new theme words are encountered in daily classroom activities, the master list can be expanded.

SEASONS

season	snow
spring	ice
summer	rain
cold	warm
fall	hot
winter	icy

FAMILY

family	aunt
parents	brother
grandpa	cousin
children	baby
grandma	child
uncle	sister

Encourage the class to use Wordshop vocabulary in creative writing and research assignments.

These words could be combined with the "Words for Story Writing" sections at the back of the texts.

Many of the Wordshop words given in the student texts are words that will be encountered as List Words in later grades.

BOOK 3

THE ZOO

keeper	yak
cage	rhinoceros
wild	elephant
porpoise	giraffe
zebra	lion
monkey	hippopotamus

THE FARM

pig	barn
duck	tractor
rooster	farmer
crops	fence
goat	

SHOPPING

shopping centre	money
downtown	buy
drugstore	sell
department	store
plaza	

PETS

kitten	gerbil
puppy	hamster
budgie	parrot
goldfish	turtle

AROUND HOME

house	elevator
apartment	doorbell
kitchen	room
basement	driveway
garage	

BOOK 4

SPEED

speedometer	distance
cheetah	km/h (kilometres
road runner	per hour)
record	supersonic
engine	

CANADA

country	capital
maritime	prairies
nation	western
province	east

TIME

minute	century
history	calendar
second	sundial
future	time machine

GAMES

checkers	football
marker	scrabble
indoor	spin
cards	outdoor
pretend	active

IN THE CITY

traffic	travel
parking	bus
crowd	building
stoplight	urban
taxi	

OUTER SPACE

rocket	orbit
comet	Mars
lunar	Jupiter
planet	Solar System
Saturn	Venus
landing	telescope

BOOK 5

HOCKEY

coach	referee
athlete	goaltender
penalty	arena
defence	face-off

SPORTS

compete	swimming
soccer	tennis
bowling	defeat
basketball	track
volleyball	

THE WORLD

Africa	Asia
Australia	Antarctica
South America	equator
continent	Europe

WEATHER

degree	weather
fog	barometer
humid	thermometer
autumn	forecast
rainfall	

THE SEA

ocean	whale
seashore	shark
submarine	depth
diver	aqualung

CLOTHES

T-shirt	slacks
socks	underwear
boots	jeans
sweater	jacket

BOOK 6

CAREERS

career	apprentice
university	success
college	satisfaction
profession	employment
trade	

NATIVE PEOPLE OF CANADA

society	rights
Eskimo	heritage
Indian	Inuit
native	preservation
culture	

PEOPLE WHO CAME TO CANADA

immigrate	language
heritage	families
settler	relative
citizen	customs
tradition	

FOOD

meal	gourmet
recipe	chef
snack	starved
delicious	menu
favourite	

TELEVISION

program	listing
cable	channel
antenna	network
audio	commercials
video	

THE OLYMPICS

Greece	wrestling
Olympics	universal
compete	participate
stadium	marathon
medal	

WORDS TAUGHT, SPELLING IN LANGUAGE ARTS, BOOKS 2-8

The words presented in this spelling series were selected after examination of the published research of Dolch (*The 2000 Commonest Words for Spelling*), Fitzgerald (*A Basic Life Spelling Vocabulary*), Rinsland (*A Basic Vocabulary of Elementary School Children*), and Thomas (*The Basic Writing Vocabulary of Elementary School Children*). *The New Iowa Spelling Scale* and the *Stothers-Minkler Canadian Word List* were consulted to determine the spelling difficulty and placement of the words.

The number following each word indicates the grade in which it is introduced. In parentheses is shown the grade or grades in which it is presented for reteaching. Words for reteaching were selected on the basis of (1) spelling difficulty, (2) reinforcement of new words being presented, and (3) usefulness in the child's vocabulary.

Canadian children are faced with alternative spellings for a large number of words, e.g., colour and color, centre and center. In *SPELLING IN LANGUAGE ARTS* the British spelling has for the most part been adhered to. The *Gage Dictionary of Canadian English* was used as a guideline for preferred spellings and syllabication.

A					
abandon 8	addressed 7	agriculture 8	anchor 8	appreciate 8	assortment 8
ability 6 (7)	addressing 6	ahead 6	ancient 8	approach 7	assume 8
able 5	adequate 8	aid 5	and 2	appropriate 8	assurance 8
abroad 7	adjust 7	aim 5	angel 4	approval 8	assure 7
about 2, 3	admiration 8	air 3	anger 5	approximate 8	astonish 8
above 4	admire 7	airplane 4	angle 7	April 4	astronaut 8
absence 7	admission 7	airport 4	angry 5 (5)	apron 5 (6)	athlete 7
absent 7	admit 5 (7)	aisles 8	animal 3	aquarium 8	athletic 7
absolute 7	admittance 7	alarm 4	animals 4	arch 7	atmosphere 8
absolutely 8	admitted 7	alcohol 7 (8)	ankle 8	arctic 7 (8)	atomic 6
abstract 7	adolescent 8	alike 3	anniversary 7	are 2	attach 7
abundance 8	adopt 5	alive 4	announce 7	area 6	attachment 8
accept 6 (8)	adopted 7	all 2	announcement 8	aren't 4	attack 6
acceptance 8	adorable 8	alley 6	annual 7 (8)	argue 5 (7)	attend 5
accepted 6	adore 6	allow 5	another 3	argued 6	attendance 8
accessories 8	advance 5	allowance 8	answer 5	argument 7	attention 7
accident 7	advantage 8	allowed 6 (7)	answered 5 (6)	arithmetic 4 (5,6)	attic 5 (6)
accommodate 8	adventure 5	all right 8 (6,7)	antenna 8	army 5	attract 6
accompanied 8	advertise 6	ally 6	antibiotic 8	around 3	attraction 8
accompany 7	advertisement 8	almanac 7	anticipation 8	arranged 6	auction 8
accomplish 7	advice 7	almost 3 (4)	anxiety 8	arrangement 7	audience 8
account 7	advisable 8	alone 3	any 2	arrangements 8	auditorium 8
accumulate 8	advise 7	along 3	anyone 3	arrest 5	August 4
accurate 7	aerial 8	aloud 6 (7)	anything 3	arrive 7	aunt 3 (4)
accustom 8	affair 7	already 6 (7)	apart 5	arrow 5	author 6 (7)
ache 5 (6)	affect 7	also 3 (4)	apartment 7	art 4	authority 8
achievement 8	affection 7	altar 8	apiece 7	article 7	autobiography 8
acid 7	affectionate 8	alter 7	apologize 8	artist 5	autocrat 7
acknowledge 8	afford 7	alternate 8	apology 8	artificial 8	autograph 7
acquaintance 8	afraid 3 (3)	although 8	apparatus 8	as 2	automatic 7
across 3 (4)	after 2	altogether 6	apparent 8	ascend 8	automation 8
act 5	afternoon 3 (3)	always 3 (3,4,5)	appear 6 (7,8)	ascertain 8	automobile 7
action 5	afterwards 6	am 2	appearance 8	ashamed 7	autumn 6
active 6	again 2 (2,3,4)	amateur 8	appearing 6	ashes 6	auxiliary 8
activities 8	against 6	ambition 7 (8)	appetite 8	ask 3	available 8
activity 7	age 4	ambitious 7	applaud 8	asks 6	avenue 5
actor 5	agency 7	ambulance 4	applause 7	asked 4	average 5 (5)
actress 5	agent 5	among 4 (6)	apple 2 (2)	asphalt 8	avoid 7
actual 8	agents 7	amount 5	apples 4	assemble 7	award 6
add 3	aggravate 8	ample 8	application 8	assembly 8	aware 8
addition 5 (6)	aggressor 8	amplifier 8	applied 6	assign 8	away 2
address 5	ago 3	amuse 6	apply 7	assignment 7	awful 5 (5)
	agree 5	amusement 7	applying 8	assist 7	awhile 6
	agreement 6	analysis 8	appointed 7	associate 8	

B				C	
baby 2 (2)	belt 4	bowling 6	cabbage 5	catch 3	Christmas 3 (4,6)
bachelor 8	beneath 5	box 2 (2)	cabin 4	catches 3	church 2
back 2	beneficial 7	boxes 4 (4)	cabinet 7	cattle 4	churches 3
backward 6	benefit 7 (8)	boy 2	cafeteria 8	caught 5	cigar 6
bacon 5	bent 5	bracelets 8	cage 4	cause 6	circle 6 (7)
bad 2	berry 4 (4,5)	brain 5	calendar 7	caution 7	circular 8
badge 5	beside 3	brake 8	call 4	cave 4	circulation 8
bag 2	best 2 (3)	branch 4	called 4	cease 8	circumference 8
baker 4	better 4	branches 5	calm 7	ceiling 7 (8)	circumstances 8
baking 3	between 4 (4,5)	brave 4	calories 7	celebrate 7	circus 5
balance 8	beyond 6	bread 2 (3)	calves 4 (5)	celery 7 (7)	citizens 8
balloon 6	bicycle 8	break 3	came 2	cellar 6 (7)	city 3 (4)
ballot 7	big 2	breakfast 2 (3,4)	camel 4	Celsius 5 (5)	civil 7
banana 7	bigger 4	breaking 5	camera 6 (7)	cement 6	civilization 8
bandage 6	biggest 5	breast 7	camp 3	census 8	claim 5
bank 3	birch 4	breath 6	campaign 8	cent 3	class 3
bankruptcy 8	bird 2 (3)	brick 4	camping 4	centimetre 4 (4)	clause 8
banquet 7	birth 5	bridal 7	can 2	central 6	clean 2 (3)
barbecue 8	birthday 2 (3)	bridge 5	Canada 3 (3,4)	centre 4 (7)	clear 4
bare 4	bite 2	bridle 7	Canadian 5	century 7	clergy 7
barely 6	bitter 5	brief 6	canal 5	cereal 7	clerk 7
bargain 8	black 2	bright 3 (4)	canary 4	certain 5 (6)	clever 5
bark 2 (4)	blade 4	brilliant 8	cancelled 8	certainly 7 (7)	client 7
barn 4	blame 5	bring 2 (2)	candidate 8	certificate 8	cliff 5
barometer 7	blank 3	broad 6	candle 4	chair 4	climate 7
barrel 5 (8)	blanket 5	broke 3	candy 2 (2)	chair 2	climbed 4
base 5	blaze 4	broken 3	cane 4	chalk 5	climbing 6
baseball 4	bleeding 6	broker 7	canning 4	challenge 8	cloak 4
basement 5	bless 3	brook 4	cannot 4	chance 4 (4)	clock 2 (2,3)
basis 8	blew 5	broom 4	canoe 5 (5)	change 4	close 3 (4,7)
basket 3	blind 3	brother 2 (2)	can't 3	changeable 8	closed 4
basketball 7	blizzard 7	brought 5	canvas 8	channel 8	closet 6
baskets 4	block 3	brown 2	canvass 8	chapter 4 (6)	closing 4
bath 3	blood 5	brunette 7	canyon 6	character 7	cloth 5
bathe 5	bloom 5	brush 4	capable 8	charge 5	clothes 4
battery 8	blossom 6	brushed 4	cape 4	charity 8	clothing 5
battle 5	blow 2	brushes 4	capital 6	chase 4	cloud 4
be 2 (2)	blue 2	bucket 6	captain 6	chauffeur 6	cloudy 5
beach 7	bluff 6	budget 8 (8)	captive 5	cheap 6	clover 5
bear 4	board 5	buffalo 7 (8)	capture 5 (5)	check 5	clown 3
beast 5	boast 4	build 4 (4)	car 2	cheek 4	club 4
beautiful 6	boat 2	building 5	carbon 7	cheered 4	coach 4
beauty 5 (5,6)	boating 4	built 4 (5)	carburetor 8	cheerful 5	coal 3
beaver 3	body 4	bulb 7	care 4	cheese 4	coarse 6 (7)
because (5)	boil 4	bullet 6	career 8	chemical 8	coast 4
become 4	boiler 6	bulletin 8	careful 4	chemistry 8	cocoa 7
becoming 7	bonfire 6	bunch 4	carefully 5	cherry 5	coffee 4 (5,6)
bed 2	bonus 8	bunches 4	careless 6	chicken 3	coin 4
bedroom 2	book 2	bundle 6	caribou 8	chief 5	cold 2
bedtime 4	bookcase 4	bureau 8	carnival 6	chiefly 7	collapse 8
before 3	booklet 6	burglar 8	carols 6 (8)	child 2 (3)	collar 5
began 3 (3)	border 4	buried 6 (7,8)	carpenter 6	children 2 (2,4)	collect 5
begin 3 (3)	bored 6	burnt 6	carpet 6	chimney 7	collection 7
beginning 6 (7,8)	born 3	bury 6	carriage 6 (7)	chin 2	collector 6
begun 5 (5)	borrow 5	bus 4	carried 6	chinois 7	college 7
behave 6	bother 5	busily 6	carry 3 (4)	chisel 8	collision 8
behaviour 8	bottle 4	business 7 (8)	carrying 5 (6)	chocolate 7	colonel 8
behind 3	bottom 6	busy 4 (4,5)	case 5	choice 5 (6)	colonies 6
belief 7	bought 4 (6)	but 2 (2)	cash 4	choir 7	colony 6
believe 6	boulder 7	butcher 5	cashier 8	choose 5	colour 4
believed 7 (8)	bound 5	butter 3	castle 6	chop 4	coloured 5
bell 2	boundary 7	butterfly 4	catalogue 7	chord 7	colt 4
belong 4	bouquet 7	button 5		chorus 8	column 7
below 5	bow 5	buy 3		chose 5	comb 4
	bowl 5	buying 4		Christ 6	combination 8

combine 6	continue 6	cricket 4	D	depart 5	discount 8
come 1	continues 7	cried 3 (5)		department 6 (7)	discourage 8
comfort 6	contract 7	criminal 7		departure 6	discover 5
comfortable 6	contrary 7	crisis 8	daily 5 (6)	deposit 7	discovery 7
coming 2 (7)	control 5	criticism 8	dairy 5 (6)	depot 8	discuss 8
command 7	controller 8	criticize 8	daisy 6	depth 6	disease 7
commence 7	controversy 8	crop 3	damage 5	descend 8	disgrace 6
commerce 7	convenience 8	cross 3	dance 3	describe 6 (8)	disgust 8
commercial 8	convention 7	crow 4	dancer 6	describing 7	dish 3
commission 8	conversation 6	crowd 5	danger 4	description 8	dishes 3
committee 8	convert 8	crown 2 (3)	dangerous 6	desert 7 (8)	dishonest 6
common 5	convict 8	cruel 6	dark 3	deserve 7	dislike 5
communicate 8	convince 7	crumb 6	darker 4	designer 7	dismiss 4
communication 8	cooking 2	crush 5	darkness 5	desirable 8	disobey 6 (8)
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